ED 260 173 AA 001 141

Resources in Education (RIE). Volume 21, Number 1.

Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 86

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $70.00 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 260 188 CE 041 969

Graf, Sandra Kovacs

Managing Dental Office Records. Student's Manual and Instructor's Guide.

Texas Univ., Austin. Extension Instruction and Materials Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 84

NOTE- 172p.

AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. HO 107 S).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Competency Based Education; Definitions; *Dental Assistants; Extension Education; Filing; Health Insurance; Individualized Instruction; *Medical Case Histories; *Medical Record Technicians; *Office Occupations Education; Postsecondary Education; *Recordkeeping; Secondary Education

IDENTIFIERS- Inventory Control

The student's manual of this set consists of materials for use by individuals enrolled in an extension course in managing dental office records. Addressed in the individual units of the course are the following topics: clinical records, dental insurance, recall systems, inventory control, and financial records. Each unit contains some or all of the following: objectives, a list of new terms and definitions, instructional text, and sample forms. The instructor's guide contains illustrations to make the material clearer and provide practice on actual dental records. The guide also contains answers to the learning activities in the student's manual. (MN)

ED 260 203 CE 042 012

Donnelly, James P., Jr.; And Others
Vocational Problems and Interventions in Business and Industry: A Taxonomic Review of Recent Studies.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 30-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Career Counseling; Career Development; Counseling Effectiveness; Counseling Objectives; *Counseling Techniques; *Emotional Problems; *Employment Problems; Stress Management; *Vocational Adjustment

This paper reviews and classifies adult career problems and interventions reported in the vocational literature from 1979 to 1984. Campbell and Cellini's (1981) taxonomy of adult career problems was used to classify reports of vocational problems. The categories presented by Holland, Magoon, and Spokane (1981) were employed to classify interventions. A "problem-treatment matrix" was produced that indicated a significant relationship betwwen vocational problems and interventions, with an almost exclusive reliance on individual counseling, and a predominant concern about problems affecting job performance. Thus, adequate preparation of counselors working in this area must include skill development related to identification and treatment of performance problems, especially alcohol abuse, in addition to the traditional emphasis on vocational choice. The benefits of individual counseling were not proven in the research reviewed. Future research in this area needs to become more evaluative, particularly as meta-analytic methods of analyzing aggregate data continue to develop. Finally, Campbell and Cellini's taxonomy proved to be fairly comprehensive and inclusive, although stress-related and career transition problems were often difficult to classify. Further work with the problem taxonomy seems warranted. (Author/KC)

ED 260 217 CE 042 052

Heidary, Farhood; And Others
Validation of the Training Benefit Forecasting Method: Grammar and Punctuation Training. Training and Development Research Center: Project Number Three.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jul 84
NOTE- 44p.; For related documents, see CE 042 050-057.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Cost Effectiveness; Grammar; Job Skills; *Job Training; Labor Force Development; *Models; *Prediction; Punctuation; Skill Development; Staff Development; *Validity; *Word Processing
IDENTIFIERS- *Training Benefit Forecasting Method

The validity of the Training Benefit Forecasting Method (TBFM) was studied in a Grammar and Punctuation Program conducted at Onan Corporation. The target population was composed of 10 workers who handled the document production in the organization's word processing center. Based on information gathered from the course instructor, participants, and the head of the work group, it seemed appropriate to focus on hours of saved time as the unit of measure for the results of the program (in the sense of efficiency at reduced number of reworked projects). The training program was not attended by the target population; most program participants were from other areas. Prior to the training, the participants had no common job performance requirements or documentation of individual work performance related to grammar and punctuation. Furthermore, the investigators were unable to unearth a reasonable quantity and quality of data. Participants' outcome expectations were not aligned with the training program purpose. Participants had a very positive attitude about the training experience. It was not feasible to equate or evaluate the training program outcome expectations to any actual outcomes that may have occurred. (Appendixes, amounting to over four-fifths of the report, include instruments to survey training needs and survey results.) (YLB)

ED 260 231 CE 042 084

Hamilton, Trudy; And Others

Vocational Recreational Programs for "Latch Key Kids."

Winnebago Community Unit School District 323, Ill.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 85
NOTE- 60p.
CONTRACT- R-31-15-x-0332-528
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *After School Programs; Behavioral Objectives; *Child Care Occupations; Classroom Techniques; *Cross Age Teaching; Elementary Education; *Extended School Day; Guidelines; Learning Activities; Lesson Plans; *Occupational Home Economics; Program Development; Program Implementation; Records (Forms); *Recreational Programs; Resources; Secondary Education; Teaching Methods
IDENTIFIERS- *Latchkey Children

This package consists of a report describing a project in which child care students served as leaders in after-school recreational programs for latch key children, a series of newspaper articles describing the program, an article by Judy Weber entitled "Latch Key Programs Providing Experiential Opportunities for Child Care Students," and the process manual that was developed during the project. The following items are included in the process manual: a list of descriptive terms used, steps in setting up a latch key program, answers to questions frequently asked about latch key children and programs for them, a list of community resources, an overview of a child care class in programming for latch key children, lesson plans for use in the child care class, lesson plans for child care students to use in recreational programs for latch key children, a list of suggested resources, and a letter to latch key program developers. Appendixes to the manual include an application form for project coordinators, a sample letter for distribution at a latch key meeting, latch key program guidelines, an off-grounds permission form, parent and child care student evaluation forms, a latch key child registration form, a medication permission form, and a letter to teachers of latch key children. (MN)

ED 260 244 CE 042 228

Management and Family Economics Student Modules. Instructor's Guid

South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

PUB DATE- 85
NOTE- 515p.; For the related student modules, see CE 042 229.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Communications; *Competency Bas Education; *Consumer Economics; Decision Making Skills; *Family Life Education; High Schools; *Home Economics; Homemaking Skills *Home Management; Housing; Human Resources; Insurance; Learning Activities; Learning Modules; *Money Management; Planning; Recordkeeping; Teaching Methods; Time Management; Vocational Education

This instructor's guide was designed to help teachers present a performance-based course in family management and economics to hig school students. The guide contains a listing of the modules contained in the student modules with suggested levels and courses for teaching; additional learning experiences; lists of supplemental resources and references; needed supplies, tools, and equipment; and keys to student tests. (The reading material for each module and the student tests are not in the instructor's guide). The modules are written so that they may be used effectively for various modes of instruction (i.e., individualized small group, entire class, etc.). This teacher's guide is keyed to the 73 student modules, which cover the following topics: values, goals, time management, energy, skills and abilities, human resources, decision making, planning, storage, activity centers, supplies and equipment, time on tasks, work simplification, body mechanics, motivation, work curves, routines, work responsibilities, management know-how, supervision, communication, life-styles, family crises, disasters, budgeting, recordkeeping, banking, credit, product information, fraud, shopping, catalogs, health and grooming supplies, lawn equipment, minor appliances, service contracts, consumer protection, income tax forms, purchasing a home, moving, home improvements, family transportation, vehicle maintenance, driving instruction, insurance, investments, retirement and death, resources at home, alterations and sewing services, child care services, doctors and lawyers, appliance repairs, and yard care. (KC)

ED 260 258 CE 042 256

Fahy, Patrick J.
Introducing Individualization with Computer-Managed Learning: An Example from Adult Basic Education.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Andragogy; *Computer Managed Instruction; Computer Oriented Programs; Comput Software; Curriculum Development; Educational Philosophy; *Individualized Instruction; Programed Instructional Materials; Student Motivation; Teaching Methods
IDENTIFIERS- *PLATO

This report presents findings from four pilot projects introduci computer-based individualization in adult basic education programming. The report includes a description of the andragogic and developmental studies underpinnings supporting the principal project goals of responsiveness in the learning environment and choices for students. Elements of the report are the following: (1 educational crises promoting widespread criticism of learning and teaching at all educational levels; (2) andragogy as a philosophy of adult learning; (3) curriculum design principles from the field of developmental studies; (4) description of the learning environment in which the projects occurred, of the projects themselves, and of the PLATO Learning Management (PLM) computer-management facility; (5) findings of the projects for students and participating staff; (6) broad implications of the projects (i.e., what responsiveness and student choice mean in educational practice); and (7) discussion of social and workplace trends forcing adult education to recognize the need for student self-direction and self-pacing, and, in so doing, to make greater future use of technology. Fifty-three references are cited. (Author/KC)

ED 260 259 CE 042 266

Garner, C. William; And Others
Rikers Island Correction Industry Program and Occupational Proficiency Certification. Final Report.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
PUB DATE- Aug 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Adult Education; *Certification; Competence; *Correctional Education; Correctional Rehabilitation; Job Analysi Job Performance; *Job Skills; *Metal Working; *Needle Trades; Occupational Home Economics; Occupational Information; *On the Jo Training; Prisoners; Trade and Industrial Education; Vocational Rehabilitation; Welding
IDENTIFIERS- Competency Lists

A project team sought to develop a process whereby the Correctior Industries Division, Rikers Island, could assist inmates in the maximization of their on-the-job training (OJT) experiences to their benefit in obtaining employment upon release. The team visited industry work sites at Rikers and then selected three work areas for an analysis of tasks: women's sewing, men's tailor, and metal shops. Instead of conducting task analyses, existing V-TECS (Vocational-Technical Education Consortium of States) task lists were selected for a comparison with the actual tasks conducted in these three areas. Project team members and instructors identified tasks performed by inmates. A master list of tasks was developed for each of the shops. It was suggested that proficiency records that certify inmate competencies could be filed in the Industries Division's office. Recommendations called for career guidance for inmates to aid in selection of an OJT program, acquisition of V-TECS materials for instructors, task analyses of the remaining OJT industries programs, and planning for the implementation and followthrough for an OJT certification program. (Appendixes, amounting to approximately one-half of the report, contain competency lists.) (YLB)

ED 260 287 CE 042 306

State-Wide Student Retention Project for the State of Arizona. Fina
Report. A 310/Special Demonstration Project 1984-1985.

Rio Salado Community Coll., Ariz.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- *Adult Basic Education; *Demonstration Programs; *Dropout Prevention; Information Dissemination; Letters (Correspondence); Material Development; Questionnaires; Records (Forms); *School Holding Power; *School Newspapers; *Statewide Planning; Student Developed Materials; Surveys; Teacher Developed Materials
IDENTIFIERS- 310 Project; *Arizona

A project was conducted to increase student retention in adult basic education (ABE) programs in Arizona through the publication and distribution of a statewide newspaper for ABE students. Using an Apple Macintosh micro-computer, editorial staff of the newspaper, entitled the Express Press, collected articles written by ABE students and instructors throughout Arizona. Copies of the newspaper were mailed to each ABE program director in the State and were distributed without charge to students enrolled in ABE programs. The first four editions of the newspaper totaled over 40,000 copies. Plans were formulated to evaluate the responses to a staff and student evaluation survey included in the fourth issue of the paper and to consider incorporating suggestions from the surveys into future editions of the newspaper. (Attachments to this project report include the first four editions of the Express Press, the announcement outlining plans to publish the paper and soliciting contributions, the form used to solicit contact persons from the State's ABE programs and a composite list of contact persons, copies of letters written during the course of the project and letters of compliment received from readers, the student and staff evaluation forms, and an estimate of the newspaper's readability as calculated according to the Raygor Readability Estimate.) (MN)

ED 260 301 CE 042 375

Olivier, William P.
Videodiscs in Voc Ed. Information Series No. 299.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 40p.
CONTRACT- 400-84-0004
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN299--$4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (F Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (No Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Design Requirements; Facility Requirements; Individualized Instruction; Job Training; *Online Systems; *Production Techniques; Programed Instruction; Television Studios; *Videodisc Recordings; *Video Equipment
IDENTIFIERS- Instructional Systems Development; Story Boards

This paper provides teachers and trainers with the concepts and procedures involved in using interactive videodisc technology for instruction. Described first are types of individualized instruction that have influenced videodisc development: programmed and computer-aided instruction, as well as computer graphics. Then the author explains how video technology operates, stating the advantages of the optical videodisc over videotape. Next, he illustrates different configurations for learner interaction with video. Advantages and disadvantages of such delivery systems as optical reflective disc players and direct-read-after-write disc recorders are described. Examples of the use of interactive videodisc in on-the-job training and instruction are provided. Because few such programs are available, the next three sections elaborate a systematic process for designing, producing, and implementing video training materials. The design section follows the five steps of the Instructional Systems Development process (analysis, design, development, implementation, and evaluation). The topic of production centers around the use of the storyboard a a guideline for all production elements. Film and video production are compared. Next, major considerations in implementation are discussed: site preparation, facility requirements, teacher training, management involvement, and evaluation. The last section describes the author's production of a videodisc on machine lathe operations, a case study encompassing the stages of development, site preparation, field trials, and evaluation. (SK)

ED 260 313 CG 018 406

Preston, Frederick R.; Schetlin, Eleanor M.

Student Affairs Educational Activities Research: A Method for Measuring and Documenting Performance Achievement.

PUB DATE- Mar 85

NOTE- 14p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Environment; Field Tests; Higher Education; Models; Personnel Evaluation; *Program Evaluation; *Research Methodology; School Publications; Student College Relationship; *Student Development; *Student Personnel Services; *Student Personnel Workers

Although much has been written in support of a student developmen role for the student affairs professional, research documentation is lacking on the contributions made by student affairs staff to the development of students. A simple research methodology, which could be easily replicated on college campuses, to begin providing these missing data was field tested at one state university. Student affairs personnel completed a three-part questionnaire covering their contributions to the educational climate of the campus, research activity, and the publishing of professional books, journals, and in-house publications. Each educational/instructional response was to include the topic, academic format and developmental focus of all presentations made, and other relevant information. The results described a broad rang of activities for these student affairs professionals: credit-bearing courses; student staff development lectures, seminars, or workshops; staff presentations to off-campus groups; consulting experiences; a continuing education conference; activities promoting student, faculty, and staff interaction; informational lectures and research projects; and various publications. This evaluation approach should be appropriate to most campuses wishing to document the activities of their student affairs personnel. (Response data are presented in tables to provide a useful method for quantification, a clear display of the divisional activities, and a detailed statement of the academic credentials of the persons sponsoring each activity.) (NRB)

ED 260 327 CG 018 420

Keith, Timothy Z.; And Others

Effects of Self-Concept and Locus of Control on Achievement.

PUB DATE- 11 Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (17th, Las Vegas, NV, April 8-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; High Schools; *High School Seniors; *Intelligence; *Locus of Control; Path Analysis; *Self Concept
IDENTIFIERS- High School and Beyond (NCES)

School interventions are often based on the assumption that such variables as self-concept and locus of control should have a meaningful impact on achievement. Yet research support for such influence is inconsistent. Because this inconsistency may be due t methodological problems, a study was conducted which used path analysis to determine the relative influence of self-concept and locus of control on achievement, while controlling for other influences. Data were obtained from a sample of the high school seniors (N=22,660) from High School and Beyond, a nationally representative longitudinal study of educational efforts. Variable representing race, family background, intellectual ability, self-concept, locus of control, and achievement were entered into path model, which was solved using a series of multiple regression analyses. The results suggest that intellectual ability has the strongest impact on achievement, and that locus of control also ha a meaningful impact. General self-concept seemed to have a meaningful impact on locus of control, but no meaningful effect on achievement for this age group. These findings suggest that, at least for high school students, the improvement of general self-concept may not be an effective means of improving achievement. Programs designed to produce a more internal locus of control, however, may have a positive impact on achievement. (NRB)

ED 260 341 CG 018 434

Stahly, Geraldine Butts
Attitudes toward Women as a Function of Subject's Experience with Family Violence.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 198
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; *Early Experience; Family Environment; *Family Life; *Family Violence; *Females; Higher Education; Males; *Negative Attitudes; Undergraduate Students

Evidence is accumulating that experiences of children within th violent family are fundamental causes of the continuing problem o family and societal violence. To examine attitudes and values as function of experience with family violence, 114 male undergradua students completed a questionnaire assessing general demographics and several standardized scales measuring psychosocial attitudes, including the Self-Esteem Inventory, the Balanced F-Scale, and th Attitudes Toward Women Scale (AWS). Subjects also completed the Family Conflict Tactics Scale which measured family experiences with different styles of conflict resolution. Results indicated a highly significant negative relationship between family total sco for physical violence and the AWS; and between high scores for authoritarianism and positive attitudes toward women. In contrast there was a positive correlation between the AWS and experience a a verbal victim. These findings appear to support the research on battered women that suggests battering men tend to come from physically violent families and that violence against women may b indicative of an underlying set of misogynistic attitudes, rather than simply an example of learned behavior and low impulse contro (KGB)

ED 260 355 CG 018 44

Rawlins, Timothy D.
Attrition in Respiratory Care: Stress versus Intrinsic/Extrinsic Rewards.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Change; *Employee Attitudes; Financial Probl *Job Satisfaction; Labor Turnover; *Predictor Variables; *Respiratory Therapy; Role Conflict; *Stress Variables; Work Attitudes; Work Environment

A recent study (Mathews, Lira, and Neis, 1984) indicated that reason that respiratory therapists leave or intend to leave thei profession is the desire for jobs which offer more job satisfaction, better salary, opportunity for advancement, more status or recognition, better work schedules, and better benefit Although the lack of these factors has been shown to contribute job dissatisfaction, they cannot be solely responsible for the decision to leave the profession. The negative effects of job stressors must also play a part. A study was conducted to determ the contribution of potential stressors, measured by the Stress Index, and intrinsic/extrinsic job rewards, measured by the Job Dimension Survey, to job satisfaction and attrition of respirato therapists (N=71) working in the critical care setting of three large metropolitan teaching/referral hospitals. While the result of the Mathew's study were replicated, it was found that therapi actually leave the work force for quite different reasons. Discriminant analysis revealed that the predictor variables contributing to the decision to leave the work force were dissatisfaction with supervision and people on the job, role stress, goal stress, and financial stress. Managers and educator in respiratory care should be aware of the stress and job reward factors responsible for job dissatisfaction and attrition, and w toward preventing their negative impact. (Author/NRB)

ED 260 372 CS 008 08

Brown, Ann L.; Reeve, Robert A.
Bandwidths of Competence: The Role of Supportive Contexts in Lear
and Development. Technical Report No. 336.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ.,
Urbana. Center for the Study of Reading.**
SPONS. AGENCY- National Inst. of Child Health and Human Developme
(NIH), Bethesda, Md.; National Inst. of Education (ED), Washing
DC.
PUB DATE- Jun 85
NOTE- 111p.
CONTRACT- 400-81-0030
GRANT- HD05951; HD06964; HD15808
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1
Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Development; Child Psychology; *Cognitive
Development; Cognitive Processes; Developmental Continuity;
*Developmental Psychology; Elementary Education; *Learning
Readiness; *Learning Theories; Research Needs; *Social Environ
IDENTIFIERS- *Vygotsky (Lev S)

While many contemporary developmental theorists have avoided ta a stand on the controversial relationship between learning and development, this paper is based on the belief that the notion o "bandwidth of competence," or L. S. Vygotsky's "zone of proximal development," provides a useful framework for considering this relationship. As Vygotsky argued, learning in context, including the social context, creates development which in turn determines the level of learning and teaching for which the child is ripe. estimate of developmental status depends on the environment in which it is revealed. Contexts can be overtly social, as in the case of adult or peer assistance, or covertly social, as in the case of responding to an imagined or internalized audience. Children create their own zones of competence by working recursively on their own theories of cognition. In the future, developmental psychologists should learn to understand (1) sensitive methods of assessing readiness for change, (2) self-directed learning, (3) the dynamics of social situations tha are successful in inducing change, and (4) supportive experiment contexts. Nineteen pages of references and several tables and figures conclude the paper. (HOD)

ED 260 387 CS 008 13

Haas, Christina; Hayes, John R.
Effects of Text Display Variables on Reading Tasks: Computer Scr
vs. Hard Copy. CDC Technical Report No. 3.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Cen
REPORT NO.- CDC-TR-3
PUB DATE- Mar 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; *Comput
Science; *Display Systems; Graduate Students; Higher Education
*Information Retrieval; Periodicals; Reading Processes; *Readi
Research; *Recall (Psychology)
IDENTIFIERS- *Cathode Ray Tubes

Two studies were conducted to compare subjects' performance re texts displayed on a computer terminal screen and on paper. In th first study, 10 graduate students read a 1,000-word article on k injuries from "Science 83" magazine and were tested for recall o information on eight items. While subjects in the control condit (reading hard copy) were more accurate in spatial recall of text sequence, vertical spacing, and horizontal spacing, the results were statistically significant only in the category of vertical location. In the second study, 15 graduate students were timed f retrieval of information. Subjects read texts in three condition (1) hard copy (paper), (2) a standard CRT screen with text presented on 12 screens with a baud rate of 4800, and (3) a 19-i diagonal screen with text presented in 5.5 screens. Results show that subjects read significantly faster under conditions one (pa copy) and three (large screen) than under condition two (normal CRT.) (Author/HOD)

ED 260 402 CS 209 13

Garrison, Bruce; Munoz, Julio E.
An Update of Freedom of the Press and Information in Latin Ameri
and the Caribbean.
PUB DATE- May 85
NOTE- 31p.; Paper presented at the Annual Meeting of the
International Communication Association (35th, Honolulu, HI, Ma
23-27, 1985). Text in microdot printing throughout.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; Democracy; Foreign Countries; *Freedom
Speech; *Government Role; *Journalism; *Newspapers; Press Opin
Radio; *Social Change; Television
IDENTIFIERS- *Caribbean; Journalists; *Latin America

This paper is based on a review of the literature that include reports from the Inter-American Press Association's general assembly in Los Angeles in October 1984, the mid-year meeting of the Inter-American Press Association in Panama City in March 198 and the 1983 world press freedom review of the International Pre Institute. Other material is adapted from the Index on Censorshi and the Committee to Protect Journalists Update No. 10 (January-February 1984). The paper examines the current status o freedom of the press and information in Latin America and the Caribbean. Among the nations discussed are Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Hondura Jamaica, Mexico, Netherland Antilles, Nicaragua, Panama, Paragua Peru, Puerto Rico, Surinam, Uruguay, and Venezuela. The paper concludes by noting that the status of freedom of the press and information is improving in the area, as is evident in (1) retur of democracy in Argentina, (2) end of total censorship in Urugua and (3) maintenance of democracy in the three traditional democratic countries of Venezuela, Colombia, and Costa Rica. (HO

ED 260 419 CS 209 19

Research--Where Do We Go from Here? Who Are We Aiming For?
Associated Press Managing Editors.
PUB DATE- Nov 83
NOTE- 23p.; Report prepared by the Associated Press Managing Edi
Readership & Research Committee and issued at the Annual Conve
of the Associated Press Managing Editors (Louisville, KY, Nove
1-4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change; *Futures (of Society); Journalism; *Media
Research; News Media; *Newspapers; Publications; Reading Habit
*Technology
IDENTIFIERS- *Editorial Policy; *Editors

Intended for newspaper managing editors, this collection inclu
the following topics and authors: (1) discovering how to reshape
newspapers for the video age (Tom Holbein and Deanne Termini); (
trends that will cause newspapers to change the manner of news
collecting and delivery (Tom B. Mauro); (3) solid tips on resea
(Jenny Fielder); (4) what editors need to know from readership
research (Michael Burgoon and Judy K. Burgoon); (5) a cautious
approach to redesigning the newspaper (Jane Amori); (6) the use
a journalism quarterly for editors (George E. French); and (7)
survey of the reading habits of managing editors. (EL)

ED 260 435 CS 209 22

Stanford, Barbara Dodds; Stanford, Gene
Thinking through Language. Book Two.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-4315-6
PUB DATE- 85
NOTE- 114p.; For the Teacher Guide and Book One, see CS 209 221-
AVAILABLE FROM- National Council of Teachers of English, 1111 Ke
Rd., Urbana, IL 61801 (Stock No. 43156, $3.95 member, $4.95
nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classr
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Abstract Reasoning; Cognitive Development; Cognitiv
Processes; Conflict Resolution; Convergent Thinking; Creative
Thinking; *Critical Thinking; Decision Making; *Experiential
Learning; High Schools; Intellectual Development; *Intuition;
*Language Processing; *Learning Activities; Logical Thinking;
*Perception; Perceptual Development; Problem Solving; Teaching
Methods

One of three related documents produced in response to a need direct instruction in thinking skills at the secondary level, th program for high school students bases its approach on involveme of students in direct experiences. Designed to build on the thinking skills that the student already possesses and, ideally, the experience gained in Book One, it provides training in analytical skills as well as systematic development of intuitive skills. In the first unit, students explore perception and the w the mind guides, focuses, and organizes perception, and they beg to reflect on their own thought processes. In the second unit, three kinds of relationships and connections are explored: comparisons (especially metaphor and analogy), whole/part relationships, and the creation of new relationships. The third unit directs students in learning to distinguish between scienti problems and interpersonal problems and to improve their problem-solving skills with both types of problems. The fourth u directs students to explore the creative aspects of the thinking process by reading about the experience of creation from creativ thinkers and to stimulate their own creative powers by using activities based on research. (EL)

ED 260 451 CS 209 25

Koontz, Carole Lovett, Ed.
Connections: Using Contemporary Children's Literature (K-9) in t
Classroom.
Newark Organization of Teachers of English, OH.
PUB DATE- 85
NOTE- 70p.; Funding for this publication provided by a grant fro
Martha Holden Jennings Foundation.
AVAILABLE FROM- National Council of Teachers of English, 1111 Ke
Rd., Urbana, IL 61801 (Stock No. 08326, $6.50 member, $7.50
nonmember).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reference Materials - Bibliographies (
Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Book Reviews; *Books;
*Childrens Literature; Elementary Secondary Education; Fiction
Folk Culture; Instructional Materials; Literature Appreciation
Nonfiction; Poetry; *Reading Material Selection
IDENTIFIERS- Historical Fiction

The result of a summer reading group formed by members of the Newark (Ohio) Organization of Teachers of English to share book titles and ideas for use in the English classroom, this first annual compilation presents reviews of good reading materials fo kindergarten through grade nine. Following an introduction and a list of contributors, the volume presents the reviews, divided i the following categories: (1) realistic fiction, (2) fantasy/fol tales, (3) historical fiction, (4) nonfiction, (5) poetry, and (picture books. Each of the guide's entries contains publication information, a summary, discussion questions/extension activitie related titles and themes, and the contributor's critical opinio The guide concludes with author and subject indexes. (HTH)

ED 260 467 CS 505 00

Turner, Lynn H.; Henzl, Sally A.
Language Utilized in Rationalizing Conflict Decisions: Is There
Different Voice?
PUB DATE- 82
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Communication Research; Confl
*Conflict Resolution; Content Analysis; Decision Making; *Fema
Higher Education; Language Styles; *Language Usage; *Males; *S
Differences; Speech Habits

A study was conducted to examine the differences in language u
between males and females in the specific moral domain of confli
resolution and rationales for decisions. The subjects, 39 female
and 21 male college students, were given an imaginary conflict
scenario to resolve, asked how the conflict should be resolved,
what the rationales were for their choices, and, assuming the ro
of the two characters in the scenario, asked what were the centr
concerns of the two characters involved. It was hypothesized tha
two different languages would emerge in the rationales for the
solutions to the problems in the scenario: women's choices would
defended in language referring to the relationships described in
the scenario, while men's choices would be explained with a
language indicative of a justice approach based on rights and
rules. The data, coded and analyzed by chi square, revealed that
there was no significant difference in response to the decision
character should have made or in the use of justice or
interpersonal themes. However, a significant difference was foun
when subjects were asked to put themselves in the positions of b
characters in the scenario and state the concerns of each
character. Rather than attributing these differences to biologic
sex, the study indicates that they may be related to positions o
power or status. (DF)

ED 260 483 CS 505 0

Hecht, Michael L.; And Others
Nonverbal Behavior of Young Abused and Neglected Children.
PUB DATE- May 85
NOTE- 22p.; Paper presented at the Annual Meeting of the
International Communication Association (35th, Honolulu; HI,
23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confere
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Behavior Development; *Child Abus
Child Caregivers; Child Development; Childhood Attitudes; *C
Neglect; *Communication Research; Comparative Analysis; Day
Centers; Females; Interpersonal Communication; Males; *Nonve
Communication; Preschool Education; Self Esteem; *Sex Differe
*Sex Stereotypes

A study was conducted to examine the effects of child abuse
neglect on children's nonverbal behaviors. It was hypothesized
abused and neglected children would be less active nonverbally
would control group children. Eight abused and neglected child
aged one through three years, were videotaped interacting with
their caregivers in a daycare center, and their behavior was
compared with that of a matched control group from the same ce
Children were desensitized to the presence of the observers an
were taped in a familiar room at the center, interacting with
familiar caretaker. After taping was completed, the tapes were
coded into 9 categories in three areas of nonverbal behavior:
proxemic (distance maintained from caretaker), kinesic (reachi
touching), and gaze (eye contact) behaviors. The scores were
analyzed to determine the differences between abused and nonab
children. The results indicated that the abused boys tended be
either slightly more exploratory or slightly more active than
nonabused counterparts. The abused girls tended to avoid physi
contact with the environment and social engagement with the ad
more than their nonabused counterparts or the boys in either g
The results suggest that the abused children conformed more cl
to sex stereotypes than did nonabused children. (HTH)

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ED 260 498 EA 017 9

Littleford, John C.
Faculty Salary Systems in Independent Schools: A Sequel.
National Association of Independent Schools, Boston, Mass.
PUB DATE- 84
NOTE- 12p.; For the original 1983 report, see ED 238 173.
AVAILABLE FROM- Publication Sales, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensation (Remuneration); Elementary Secondar
Education; Employer Employee Relationship; Merit Pay; Merit (
Participative Decision Making; *Private Schools; *Salary Wage
Differentials; Teacher Attitudes; *Teacher Salaries
IDENTIFIERS- National Association of Independent Schools

"Faculty Salary Systems in Independent Schools"(1983) was a
of trends and patterns found in nine independent schools durin
1982-83. The present document is a follow-up report, based on
additional information gathered from seven salary seminars hel
representatives of independent schools throughout the United S
during 1983-84. Most of the information gathered from these
seminars reinforces and supports the conclusions of the origin
report, but the patterns are clearer and more prevalent than o
could presume on the basis of the original nine schools. The
discussion is divided into the following sections: (1) pattern
directions, (2) the structure of school salary systems, (3)
performance pay, (4) extracurricular pay, (5) teacher involvem
in decision making, and (6) faculty satisfaction with salary
systems. A summary follows, delineating two contrasting patter
faculty salaries at independent schools: toward highly structu
salaries on one hand, and toward performance pay on the other.

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ED 260 512 EA 017

Thompson, Loraine
Academic Development in the Effective School: A Review of the
Literature.
Saskatchewan School Trustees Association, Regina. Research Cen
REPORT NO.- SSTA-R-R-106
PUB DATE- Mar 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (07
DESCRIPTORS- *Administrator Role; Classroom Techniques; Discip
Educational Assessment; Elementary Secondary Education; Mas
Learning; *Principals; *School Effectiveness; School Role;
Supervision; *Standardized Tests; Teacher Education; *Teach
Effectiveness; Time on Task

This literature review examines the teaching techniques and
environments that have been linked with high scores on standa
tests. It describes the strategies that might be used to achi
one particular educational goal, while making teachers aware
trade-offs are required when they choose to emphasize one
particular goal. The introduction discusses the question of
educational goals in general and provides a background to eff
schools research. The second section reviews research on the
characteristics of the effective school: expectations, leader
school environment, academic emphasis, school goals, and moni
and assessing pupil performance. The third section focuses on
effective principal, while the fourth covers aspects of teach
effectiveness: expectations, academic learning time, classroo
management, teacher preparation, discipline, direct instructi
success rate, and mastery learning. The human side of the eff
school is touched on briefly, followed by a conclusion summar
the implications of the research. References are included. (T

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ED 260 527 EC 180

Preschool Handicapped Programs. (Superintendent of Public
Instruction.) Report No. 84-4.

Washington State Legislature, Olympia. Legislative Budget Com

PUB DATE- Aug 84

NOTE- 92p.; Appendix 4 contains marginally legible print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Disabilities; Eligibility; *Preschool Education
*Program Evaluation; State Standards; Student Placement

IDENTIFIERS- Washington

The report presents findings of an audit of preschool speci
education programs in Washington State. It was found that the
enrollment had quadrupled since 1978-79, with the majority of
programs center-based. Three school districts over-reported
preschool handicapped enrollment, and suggestions are offered
revising enrollment audits and monitoring. Children with
quantifiable conditions amounted to 41.5% of the total enroll
while the remainder were classified in categories usually
considered mild. Eligibility and assessment standards were ex
and recommendations made for revision. Funding practices as t
related to severity ratios and staffing ratios were analyzed,
were estimated revenues and expenditures in eight school dist
Absence of program data was noted as a major obstacle to
determining the appropriateness of local program expenditures
Recommendations were made for enforcing state rules encouragi
mainstreaming of handicapped preschoolers, since the majority
served in self-contained classrooms. A further recommendation
made to simplify and clarify the funding formula. Appendixes
include a list of recommendations and an assessment of their
impact, copies of the 1984 preschool legislation and of the
official changes in state rules, and an analysis on numbers c
unserved preschool handicapped children. (CL)

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ED 260 543 EC 180

Robertson, Mary F.; And Others
Serving the Mentally Retarded Child--Educable Mentally Handi
and
Oklahoma State Dept. of Education, Oklahoma City. Div. of Sp
Education.
PUB DATE- 85
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Curriculum; El
Secondary Education; *Handicap Identification; Individuali
Education Programs; Instructional Materials; *Mild Mental
Retardation; *Moderate Mental Retardation; *Program Develo
*Referral; State Standards; Student Evaluation; Test Use
IDENTIFIERS- *Oklahoma

Intended for Oklahoma school administrators, teachers, and
the guidelines examine factors in educating mildly and moder
mentally retarded students. General information is first pre
on such topics as definitions, facilities, scheduling,
mainstreaming, teacher role, teaching strategies, learning c
discipline, grading and graduation. The purpose of the refer
process is then noted along with prereferral and formal refe
procedures. Identification topics covered include identifica
discrimination and suggested tests for evaluating educable a
trainable mentally handicapped (EMH and TMH) students. The f
section, on program development, touches upon basic componen
instructional programs, curricula for EMH and TMH students,
Individualized Education Programs, and instructional materia

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ED 260 558 EC 180

Cornes, Paul, Ed.; Hunter, John, Ed.
Work, Disability and Rehabilitation. Papers on Vocational
Rehabilitation and Employment of People with Disabilities
at the European Conference on Research in Rehabilitation (
Edinburgh, Scotland, April 6-8, 1983).
**Michigan State Univ., East Lansing. Univ. Center for Interna
Rehabilitation.**
SPONS. AGENCY- National Inst. of Handicapped Research (ED),
Washington, DC.
PUB DATE- May 85
NOTE- 165p.
GRANT- G008005487
AVAILABLE FROM- Michigan State University, University Center
International Rehabilitation, 513 Erickson Hall, East Lans
48824 ($2.75).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; *Employment; Foreign Countries;
Rehabilitation; *Vocational Rehabilitation
IDENTIFIERS- Europe; Poland

Fifteen author-contributed papers are presented from the 1
European Conference on Research in Rehabilitation. The follo
titles and authors are represented: "Disability in a Large P
Sector Work Force" (D. Walker); "The Accidents and Absence o
Disabled People at Work" (M. Kettle); "Employment Rehabilita
Production Workers in Heavy Industry" (S.P. Whalley and H.J.
Watson); "Systematic Work Design for Disabled People); (M.
Hartenbach et al); "Employment and Disability: A European
Perspective" (M. Croxen); "The Social Integration of Severel
Disabled Young People with Special Reference to Work and
Occupation" (O. Hook and A. Jesperson); "Employment Rehabili
in Great Britian: An Evaluation and Review of Recent Develop
(P. Cornes); "Measuring the Outcome of Employment Rehabilita
(S. Cumella); "A Follow-Up of Work Evaluation Clients" (J.
Karjula); "Appropriate Training and Job Experience Produce
Qualified Staff" (J. Stone and J. Binford); "Causes and
Consequences of Hand Injury" (M. Smith et al.); "Rehabilitat
Hand Injuries in Poland" (M. Pieniazek); "Antecedent Angina,
Level and Outcome after Myocardial Infarction" (A. Philip);
Pain and Employment" (H.J. Glanville and R. Tebay); and "Wor
Disability and Rehabilitation in Perspective" (J. Hunter and
Cornes). (CL)

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ED 260 573

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Chud, Gyda
Working with ESL Preschoolers: Meeting the Needs of the Whol
PUB DATE- 83
NOTE- 9p.; In TEAL Occasional Papers, Volume 7, p61-68, 198
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptio
DESCRIPTORS- Cultural Awareness; Early Childhood Education;
Educational Objectives; *English (Second Language); Forei
Countries; *Inservice Teacher Education; Language Acquisi
*Limited English Speaking; Multicultural Education; *Pres
Children; *Program Descriptions; Program Development; Sec
Language Learning; Seminars
IDENTIFIERS- British Columbia (Vancouver)

An overview is provided of eight training sessions for te
pre-school children who are speakers of English as a second
language (ESL). Developed by the Vancouver Preschool ESL Co
and a community college, the course had the following goals
explore teachers' cultural assumptions and understand how t
affect relationships with people of other cultures; (2) to
teachers' understanding of the ways in which culture shapes
child's development; (3) to develop attitudes, knowledge, a
skills to enable preschool staff to work more effectively w
families; (4)to increase awareness of first language acquis
processes and consider the implications of learning a seco
language at the preschool level; (5) to develop a program
reflects and enhances the multicultural nature of the presc
group; (6) to develop a program that enhances integration w
host culture; (7) to develop and extend language learning
experiences in the preschool setting; and (8) to broaden th
participants' perspective of school as an integral part of
education process and acquaint them with current trends and
directions in the early childhood education and ESL fields.

ED 260 174 CE 040 701

Pazykhova, V. S.
The Role of Soviet Trade Unions in the Lifelong Education of Workers. Adult Education in Europe. Studies and Documents No. 17.
European Centre for Leisure and Education, Prague (Czechoslovakia).
PUB DATE 83
NOTE [illegible]
LANGUAGE English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS *Adult Education; Adult Learning; Adults; *Continuing Education; Educational Improvement; Educational Needs; Inservice Education; Labor Education; Labor Needs; Lifelong Learning; Nonformal Education; Postsecondary Education; *Role of Education; [illegible]
IDENTIFIERS *USSR

In the U.S.S.R., the trade unions see the continuous growth of the general educational, cultural and technical level of all workers as one of the conditions of social and scientific progress in the interests of the working class. The role of the unions in the lifelong education of the population is determined by their status in the political system of the socialist state. The trade unions, in addition, participate directly in managing state and public affairs, in planning the country's economic and social development, in raising the general educational, cultural and technical level of the Soviet people. The unions participate in a businesslike manner in the development and improvement of all types of general and specialized education, as well as in the plan-based training and retraining of workers in accordance with the requirements of production and management conditioned by the high rate of scientific-technological progress in the interests of the working people. The Soviet trade unions take part in planning the training of personnel, in staffing educational establishments, in organizing cultural and mass activities and educational work among industrial and agricultural workers at the workplace and at community cultural and educational institutions. The trade unions have at their disposal a solid material base for participation in the organization of lifelong education (about 25 percent of the union budget is earmarked for cultural activities, physical training, and sports). Unions [illegible] improvements in the education system, [illegible] production, and carry out the system of trade union education. (KC)

ED 260 189 CE 041 971

Selke, Barbara E.
Resumes and Interviews: A Guide for Cosmetology. Student's Manual and Instructor's Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 72p.; For related documents, see CE 041 973 and 975.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. PS 214 S).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cosmetology; Definitions; *Employment Interviews; Extension Education; Individualized Instruction; *Job Application; Job Search Methods; Postsecondary Education; *Resumes (Personal); Secondary Education; *Teacher Education; *Vocational Education

The student's manual of this set consists of materials dealing with resume writing and job interview skills needed by individuals enrolled in cosmetology instructor training programs. Addressed in the individual units of the course are the following topics: resumes and employment applications, employment interviews, and preenrollment interviews. Each unit contains objectives, instructional text, and sample forms. The instructor's guide contains answers to learning activities and answers to unit tests. It also includes sample employment applications and a list of basic computer cues that should be mastered by the student. (MN)

ED 260 204 CE 042 015

Clague, Barbara; Clague, Michael
Chautauqua Is Back! How to Organize a Community Education Festival.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria. Div. of
Continuing Education.
PUB DATE- Aug 85
NOTE- 29p.
AVAILABLE FROM- Community Initiatives Publications, 2832 West 36th
Avenue, Vancouver, BC V6N 2R1 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Adults; Art Activities; Community Cooperation;
*Community Education; Community Organizations; *Community Programs;
Community Resources; Community Services; *Program Development
IDENTIFIERS- Canada; *Chautauquas; *Festivals

For almost 20 years, from 1917 to the 1930s, the traveling Chautauqua circuits and festivals brought education, inspiration, and entertainment to remote and not-so-remote communities. Now in the 1980s, emphasis is once more being placed on the value of local community life, on self-reliance and mutual help with respect to the social, cultural, and economic well-being of communities. A revised 1980s version of the Chautauqua ideal may provide one of the catalysts for this movement across Canada. This handbook is meant to be used as an aid in planning and conducting a community Chautauqua, an event that could become an annual tradition. In a narrative format, the booklet covers the following topics: the Chautauqua coordinator, the Chautauqua committee, sponsorship, program ideas, surveying the community, holding a public meeting, assigning jobs, beginning the detailed planning, planning ahead, coordinator's checklist, budgeting, concessions and vendors, charging admission, promotion and publicity, legal and administrative considerations, site management, and wrapping it all up. A contact person's name and address are given. Appendixes to the guide list resources, provide pointers on site selection, and describe a community Chautauqua example. (KC)

ED 260 218   CE 042 053

Parker, Barbara L.
Summative Evaluation in Training and Development: A Review and Critique of the Literature, 1980 and 1983. Training and Development Research Center: Project Number Four.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

PUB DATE- Oct 84
NOTE- 58p.; For related documents, see CE 042 050-057.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation Methods; *Evaluation Needs; Evaluation Utilization; Evaluators; *Job Training; *Labor Force Development; Literature Reviews; *Program Evaluation; *Summative Evaluation

From 1980 through 1983, 41 articles in selected professional journals dealt with summative evaluation of training and development efforts in business and industry. All of the standard components of program evaluation were addressed either directly or indirectly in them, in varying degree and depth. Although one must contact the primary audience to determine the purpose of an evaluation, only 26 articles mentioned this step. While the majority of articles discussed evaluation questions, few linked them to specific audiences. The purpose seemed to be to prove to funders that the training function is worthwhile. Possible constraints on the evaluation process were mentioned in 21 articles. The frameworks implied in these articles were clustered around decision making, goal achievement, and accountability. Eight possible designs/strategies were mentioned: experimental study, quasi-experimental study, survey, personnel or client assessment, systematic "expert" judgment, and case study. Tactics, both technical and managerial, were also mentioned. Thirteen articles referred to the reporting component of evaluation. A third mentioned planning, the references ranging from single statements to a matrix guide. Only 37 percent referred to the evaluator's role and/or qualifications. (An appended master data chart lists the articles and summarizes the information found in each.) (YLB)

ED 260 274 CE 042 284

Technology-Oriented Job Preparation. Final Report.
One America, Inc., Washington, D.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 169p.; Parts of this document contain small, light type.
CONTRACT- 300-84-0254
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Demonstration Programs; Educational Needs; *Educationa Practices; *Government School Relationship; Job Training; Labor Force Development; *Linking Agents; Literature Reviews; Models; Postsecondary Education; Program Content; Retraining; *School Business Relationship; Secondary Education; *Technical Education Technical Occupations; Technological Advancement; Technological Literacy; Training Methods; *Vocational Education
IDENTIFIERS- *Private Sector

An extensive review of literature dealing with 263 technology-oriented vocational training programs was conducted to gather current information on the state of such training. Particular emphasis was placed on links between programs and government bodies or private sector entities and programs that could serve as models for those wishing to establish technology-oriented training programs. An overview of vocational education programs in the United States showed three approaches: (1) traditional school/business partnerships, (2) state-wide programs, and (3) trends embodied in the 1982 Job Training Partnership Act. Only one technology-oriented program was identified from 139 of the 182 educational institutions represented, with 2 programs being identified in 25, 3 programs in 7, and 4 programs in 8 of the remaining institutions. Of the 13 major types of training identified, electrical or electronics and computer-related programs represented the greatest level of effort Only 54 of the programs indicated a specific population being served. Of these programs, 44 percent were geared toward upgrading or retraining workers, 20 percent represented apprenticeship programs, and 13 percent served disadvantaged clients. Because of the conspicuous lack of the kind of detailed data needed to draw replicable models, the Department of Education should fund a field study of 25 selected programs to develop such a model. (Appendixes to this report include alphabetical listings of identified training, companies, industries served by educational institutions and a list of educational institutions and types of identified training arrangements.) (MN)

ED 260 328 CG 018 421

Landrum, R. Eric; Meliska, Charles J.
Caffeine Use and Extroversion.
PUB DATE- May 85
NOTE- 13p.; Portions of this report were presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicag IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Performance Factors; Reaction Time; Reading Comprehension; Serial Learning; S Differences; Writing (Composition)
IDENTIFIERS- *Caffeine; *Extraversion Introversion

Some research on the stimulant effect of caffeine suggests that t amount of behavioral enhancement produced by caffeine may depend o subjects' prior experience with the task and the drug. A study was undertaken to test whether prior experience with a task while unde the influence of caffeine would facilitate performance of that task. Male (N=20) and female (N=20) college students were assigned to high or low caffeine user groups based on their self-reported caffeine consumption. Subjects received either 200 milligrams of caffeine or a placebo, orally, before completing tasks which they were likely to have performed previously while using caffeine (writing rate and reading comprehension) and which they were unlikely to have performed previously while using caffeine (tappin rate, reaction time, and serial learning). Subjects also completed the Extroversion/Introversion scale and guessed whether or not the had been given caffeine. Data analyses revealed that caffeine consumption produced no significant effects on reading comprehension, writing rate, tapping rate, reaction time, or seria recall. The drug guess test showed that subjects were not able to detect which drug they had received. A significant positive correlation was found between extroversion/introversion scores and caffeine consumption, suggesting a strong relationship between extroversion and caffeine use. (NRB)

ED 260 342 CG 018 435

Rozette, Elizabeth J.; Hicks, Robert A.
Type A-B Behavior and Perceived Health Status.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; College Students; Higher Educatio Mental Health; *Perception; Personality Traits; *Physical Health *Self Evaluation (Individuals); Stress Management
IDENTIFIERS- *Type A Behavior; *Type B Behavior

Previous research suggests that the mental and physical health o the Type B personality should be better than that of the Type A personality. To test this hypothesis, 81 university students responded to the Glass (1977) version of the Jenkins Activity Survey for college students which assessed perceived health status The results showed that 54 percent of the Type A's perceived themselves to be in excellent health compared to 36 percent of the Type B's. In general, the Type A students perceived themselves to be in better health than did Type B students. While these data are at odds with the relative incidence of diseases in Type A's and B's, they may be consistent with certain patterns of behaviors which distinguish Type A's from Type B's. A treadmill study described by Balke, Grillo, Konecci, and Ruft (1954) reported that even though Type A and Type B subjects were matched for physical characteristics, Type A's worked closer to their level of enduranc and expressed less fatigue than the Type B's. These two studies, taken together, suggest that the awareness of fatigue or physical illness is so threatening to Type A's that they cannot consciously acknowledge it. Further exploration is needed of possible differences in how Type A's and B's cognitively cope with various stressful situations and how these differences may affect their behavior and susceptibility to stress related diseases later in life. (KGB)

ED 260 388 CS 008 13

Smart, Karla
Literacy: A Reflection.
North Dakota Univ., Grand Forks. Center for Teaching and Learnin
PUB DATE- Sep 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; *Definitions; *Illiteracy; Individu
Development; *Literacy; *Literacy Education; Metaphors; Public
Opinion; Reading Skills; Social Problems

An appreciation for the diverse meanings ascribed to the concep
literacy is fundamental to the affirmation of literacy in human
lives. Literacy is something interpreted. Its presence is visible
in lives, yet literacy remains an invisible, measureless
phenomenon. In the fullness of being literate, there is
humanness-wakefulness, liveliness and engagement. In reduced ter
literacy is a skill--specifically grammar--and misuse of the skil
labels a speaker an illiterate. Social issues of class, economic
and employment, expectations and aspirations, and power come to t
fore in discussion of literacy. Judgments and comparisons are ma
about individuals with regard to literacy. A sense of hierarchy
exists, and people are labeled and ranked in the social order bas
on assessments of literacy. Metaphorically, literacy is describe
as a battery and a tool for building personal growth. Images suc
as these suggest tangibility. They suggest literacy is something
get and to use. Issues of literacy are understood and acted upon
through human perspectives. The meanings educators and the publi
attribute to literacy undergird teaching practice and touch on
students' lives. (HOD)

ED 260 403 CS 209 14

Hale, F. Dennis
Impact Analysis of the Law Concerning Freedom of Expression.
PUB DATE- 5 Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Associat
for Education in Journalism and Mass Communication (68th, Memph
TN, August 3-6, 1985). Some pages may be marginally legible due
light print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Censorship; *Court Litigation; *Freedom of Speech;
Journalism; News Media; Press Opinion; *Research Methodology;
*Research Needs
IDENTIFIERS- *Libel; *Press Law

Although libel has remained the major legal problem of the pres for 40 years, little empirical research has been conducted concerning its impact. Various methods for conducting this type needed research include traditional legal research, surveys of practitioners, and surveys of persons outside the media who are directly affected by mass media, such as attorneys, judges, and elected officials. Problems with such surveys include self-inter and low response rate. A more direct method for analyzing the impact of media law is to measure the quantity and quality of specific legal activities in state and federal courts. An exampl of such a study is the Avery and Steven analysis of libel appeal in the states of Ohio, Michigan, Kentucky, and Tennessee during ten years before the Gertz libel decision and the ten years afte In addition, there are various techniques for evaluating the outcomes of media laws by using unobtrusive measures and documentary evidence. Public opinion is important in studying me law as an ongoing process. Having hard data about the impact of media law should be preferable to remaining unaware of its implications. (DF)

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ED 260 420 CS 209 19

Minorities.
Associated Press Managing Editors.
PUB DATE- Nov 83
NOTE- 15p.; Report prepared by the Associated Press Managing Edi
Minority News Committee and issued at the Annual Convention of
Associated Press Managing Editors (Louisville, KY, November 19
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- *Blacks; *Cultural Awareness; Cultural Influences;
Cultural Opportunities; Employment Opportunities; *Hispanic
Americans; Journalism; *Mass Media Effects; *Minority Groups;
*Newspapers; News Reporting; Spanish Speaking
IDENTIFIERS- Journalism History; Press Responsibility

Focusing on specific issues related to the media and minoritie the United States, this report presents essays on newspapers' impact on minority populations. The four articles discuss the following: (1) the occasional success of Black newspapers (Malco F. Mallette); (2) efforts by majority newspapers to cover Hispan news (Reid Mac Cluggage); (3) a survey indicating five Hispanic culture-based perceptions of the Anglo press that majority newspapers need to overcome (Carl Batt and Christine Urban); and (4) a referral service--Job Net--to help minorities find newspap job opportunities (Greg Lewis). (HTH)

ED 260 452 CS 209 27

Archibald, Georgia, Ed.; And Others
New Routes to Writing K-8. Revised .
Missouri Univ., St. Louis. Dept. of English.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Educati
(ED), Washington, DC.; Monsanto Fund, St. Louis, Mo.; National
Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 84
NOTE- 200p.; A publication of the Gateway Writing Project. Fundi
also provided by the Continuing Education-Extension, the Colle
Arts and Sciences and the Alumni Association of the University
Missouri, St. Louis.
AVAILABLE FROM- Gateway Writing Project, English Department,
University of Missouri, St. Louis, MO 63121 ($7.75, shipped, sp
bound).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classr
Use - Teaching Guides (For Teacher) (052) Collected Works - Ge
(020)
DESCRIPTORS- *Computer Assisted Instruction; Content Area Writin
*Editing; Elementary Secondary Education; Language Arts; Poetr
*Prewriting; *Teaching Methods; Writing Evaluation; *Writing f
Publication; *Writing Instruction; *Writing Processes; Writing
Skills
IDENTIFIERS- National Writing Project

Drawing on the experiences of teachers of writing in elementar through junior high schools, the teaching strategies presented i this collection are grouped into four sections: prewriting, drafting, editing and publishing, and systems. Topics covered in the prewriting section include listening skills; thinking, speaking, and writing; interviewing; storytelling and spoken experience; perception skills; awakening the senses; and synecti Topics covered in the drafting section include the autobiography power writing, composite story-makers, letter writing, poetry structuring, poetry writing, writing across the curriculum, putt history in perspective with the living time line, happy holidays and writing across the curriculum with a focus on science. Topic covered in the editing and publishing section include revising, elements of style, beginning writing and sentence lifting, peer proofreading, colorful words, playing with modifiers, teaching grammar and mechanics through writing, publishing books, and you authors programs. Topics covered in the systems section include coping with the paperload, writing evaluation, and using compute in the writing process. (HOD)

ED 260 468 CS 505 OC

Krull, Robert
Television's Lessons for Educational Computing.
PUB DATE- Oct 84
NOTE- 24p.; Paper presented at the Annual Meeting of the
  International Communication Association (35th, Honolulu, HI, M
  23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attention; Auditory Stimuli; *Childrens Television;
  *Courseware; *Educational Television; *Programing (Broadcast);
  Screens (Displays); *Television Research; *Television Viewing;
  Visual Stimuli
IDENTIFIERS- *Computer Uses in Education

Based on the conviction that research findings on effective de of educational television programs may have useful lessons for designers of educational computing software, this paper reviews research on children's educational television and discusses ways which the findings can be applied. The paper divides the researc findings into the following sections: (1) children's attention a comprehension, (2) the settings for viewing and computing, (3) trends during viewing/computing sessions, (4) visual design attributes, and (5) auditory design attributes. A five-page bibliography concludes the paper. (HOD)

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ED 260 499 EA 017 9

Promotion/Retention: Policies and Guidelines. Turning the Tide
Agenda for Excellence in Pennsylvania Public Schools.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Mar 85
NOTE- 60p.; For documents in same series, see ED 238 572, ED 2
425-426, ED 253 621, ED 254 902, ED 256 650, and EA 017 944.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Information Analysis/State-of-the-Ar
Materials (070)
DESCRIPTORS- Academic Failure; Academic Standards; Elementary
Secondary Education; *Grade Repetition; Guidelines; Parent T
Cooperation; Policy Formation; Remedial Programs; *School Po
*Student Placement; *Student Promotion; Surveys
IDENTIFIERS- Pennsylvania; Pennsylvania Department of Educatio

This handbook, issued in conjunction with the Governor's "Ag for Excellence in Pennsylvania Public Schools," provides recommendations for revising promotion policies and practices Pennsylvania schools. After a brief introduction, the results survey of promotion and retention practices are presented in summary form, followed by another brief summary of promotion/retention research studies. The main body of the han consists first of guidelines for developing or revising promotion/retention policies and procedures. These cover legal bases for policy, philosophy and goal, general promotion polic developing criteria for retaining students, factors in the promotion/retention decision, alternatives to retention, who m the promotion decision, and policy adoption and implementation next section provides descriptions of some promising practices including early identification of problems, ungraded programs, home-school communication, mastery learning, tutoring, higher standards, and remedial/alternative programs. The handbook concludes with a checklist for policy development, and two appendixes provide sample forms and a review of the literature social promotion and retention. (TE)

ED 260 513 EA 017

Padwal, Ram S.

The Relationship of Self-Concept to Intelligence, Anxiety and Academic Achievement.

Saskatchewan School Trustees Association, Regina. Research Ce

REPORT NO.- SSTA-R-R-108

PUB DATE- Apr 84

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; *A Attitude Measures; Elementary Secondary Education; Foreign Countries; Intelligence; *Psychological Patterns; Rural Sch *Self Concept; Student Attitudes; Student Motivation; Studen

IDENTIFIERS- Saskatchewan

This study examined the relationship of self-concept to intelligence, anxiety, and academic persistence and achievemen among young adolescents in a rural school division in Saskatc Eighty-five students in grades 7 and 8 were administered the Piers-Harris Children's Self-Concept Scale, Sarason's Test An Scale, Sarason's General Anxiety Scale for Children, and a Demographic Information Inventory. Information about the subj IQ and CTBS scores and first term marks in English, social st science, and mathematics was obtained from school records. Statistical procedures used to analyze the data revealed that self-concept and intelligence were not significantly correlat that self-concept and both test and general anxiety had a significant negative correlation; and that self-concept and academic achievement had a significant positive correlation, with and without the intelligence factor included. (TE)

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ED 260 528 EC 180

Barringer, Mary-Dean, Ed.
Affective Education and the Severely Impaired.
Wayne County Intermediate School District, Detroit, Mich.
PUB DATE- 85
NOTE- 102p.
AVAILABLE FROM- Wayne County Intermediate School District, 33
Born, Wayne, MI 48127 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cla
Use - Teaching Guides (For Teacher) (052) Collected Works -
(022)
DESCRIPTORS- *Affective Behavior; Creative Art; Elementary Se
Education; Health Education; *Humanistic Education; *Interp
Competence; Language Arts; Learning Activities; Parent Teac
Cooperation; Physical Education; Self Concept; *Severe
Disabilities; Social Development; Stress Variables; Teachin
Methods; Vocational Education

The first issue of a quarterly publication addresses a vari
issues in the education of severely impaired students. Articl
contributed by educators and support staff, examine the follo
topics: affective education: the hidden curriculum; the impor
of touch and activities for staff and students; affective edu
activities centered on self and body awareness, emotions and
feelings, and affiliation; stresses induced in care givers fr
dealing with severely impaired persons; and the relationship
between parents and teachers of severely handicapped students
bulk of the publication offers teaching suggestions in the ar
language arts, health education, physical education, home liv
creative arts, and vocational education. (CL)

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ED 260 544 EC 180

Learning Disabilities and the Preschool Child: A Position Pap
the National Joint Committee on Learning Disabilities.
National Joint Committee on Learning Disabilities, Baltimore,
PUB DATE- 10 Feb 85
NOTE- 9p.
AVAILABLE FROM- National Joint Committee on Learning Disabili
Orton Dyslexia Society, 724 York Road, Baltimore, MD 21204.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
DESCRIPTORS- *Delivery Systems; Family Programs; *Handicap
Identification; *Learning Disabilities; Position Papers; *P
Children; Preschool Education; Screening Tests; *Student
Evaluation; Teacher Education
IDENTIFIERS- *National Joint Committee on Learning Disabiliti

The position paper of the National Joint Committee on Learr
Disabilities (NJCLD) examines issues in identification and
intervention with regard to preschool learning disabled chilc
Identification issues cluster around at-risk indicators, the
importance of systematic observations, and the use of screeni
instruments and procedures such as testing, teacher rating sc
and locally constructed measures. Assessment during the preso
years is considered in terms of domains. The importance of
interdisciplinary approaches is stressed. An examination of s
delivery focuses on the availability of program and service c
and periodic reviews of the child's status. Family support se
are suggested to include assistance in understanding and acce
the child's problems and in selecting programs. Personnel
preparation needs are seen to include competency standards ar
education of medical and other related service providers in
identifying and referring preschoolers with suspected deficit
Eight recommendations are offered, including the institution
systematic identification programs for all preschoolers,
availability of early intervention programs for all preschool
with identified developmental deficits, and recognition of th
unique requirements of non-English or limited English speakir
children. Member organizations of NJCLD and their representat
participating in the draft of this paper are listed at the
conclusion. (CL)

ED 260 232 CE 042 089

McCray, Paul M.; Blakemore, Thomas F.

A Guide to Learning Curve Technology to Enhance Performance Prediction in Vocational Evaluation. Research Utilization Report.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Cognitive Processes; Computer Oriented Programs; Computer Software; Evaluation Criteria; Performance Factors; *Performance Tests; *Predictive Measurement; *Predictive Validity; Predictor Variables; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Learning Curves

The primary purpose of this monograph is to describe how learning curves can be applied to vocational evaluation procedures to enhance the reliability and accuracy of performance prediction. Particular emphasis is placed on describing two techniques known as the "best 20 percent method" and the "Performance Analyzer and Enhancer." The latter is a computer software program designed for use with inexpensive microcomputers in both vocational evaluation and work adjustment services. Together, they represent an effective and practical approach to learning curve applications in typical vocational evaluation settings. Three other approaches to learning curve use are also described. They range in complexity from Tillman's simple notion of constantly readministering a task and plotting performance until "peak performance" is achieved, to sophisticated learning curve equations. Each of these techniques, while having significant limitations, also has much to offer current vocational evaluation practice. However, learning curve technology should be viewed as a complement to current vocational evaluation practices. It provides an additional means for better understanding client capabilities and limitations. Continued research and field testing, along with an increased emphasis among educators on providing training in learning curve technology to professional evaluation personnel, will perhaps lead to a wider use of learning curves in vocational evaluation programs as well as further refinement and improvement of many of the methods and techniques presented in this monograph. (KC)

ED 260 245 CE 042 229

Management and Family Economics Student Modules.

South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

PUB DATE- 85
NOTE- 468p.; For the related instructor's guide, see CE 042 228.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Communications; *Competency Based Education; *Consumer Economics; Decision Making Skills; Educational Resources; Equipment; *Family Life Education; Hand Tools; High Schools; *Home Economics; Homemaking Skills; *Home Management; Housing; Human Resources; Insurance; Learning Activities; Learning Modules; *Mone Management; Planning; Recordkeeping; Time Management; Units of Study; Vocational Education

This document contains 73 performance-based modules for student us in high school home management and family economics courses. Each module is composed of an introduction for the student, a performance objective, a variety of learning activities, content information, a student self-check, recommended references, and an evaluator's final checklist. The modules are written so that they may be used for various modes of instruction (i.e., individualized, small group, entire class, etc.). Keyed to a teacher's guide, the student modules cover the following topics: values, goals, time management, energy, skills and abilities, human resources, decision making, planning, storage, activity centers, supplies and equipment, time on tasks, work simplification, body mechanics, motivation, work curves, routines, work responsibilities, management know-how, supervision, communication, life-styles, family crises, disasters, budgeting, recordkeeping, banking, credit, product information, fraud, shopping, catalogs, health and grooming supplies, lawn equipment, minor appliances, service contracts, consumer protection, income tax forms, purchasing a home, moving, home improvements, family transportation, vehicle maintenance, driving instruction, insurance, investments, retirement and death, home resources alterations and sewing services, child care services, doctors and lawyers, appliance repairs, and yard care. (KC)

Kok, Marilyn R., Ed.
Assessment and Evaluation Materials. A Resource Guide. Vocational Special Needs Lending Library.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupationa Education and Technology.
PUB DATE- 84
NOTE- 38p.; For related documents, see CE 042 267-276.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Adults; Behavior Rating Scales; Classroom Observation Techniques; Curriculum Development; Disabilities; *Educational Diagnosis; Educational Needs; Educational Testing; Evaluation Criteria; Evaluation Methods; Individualized Education Programs; Informal Assessment; *Library Collections; Library Guides; Library Materials; Limited English Speaking; Needs Assessment; Postsecondary Education; Questionnaires; Resource Materials; Secondary Education; *Specia Education; *Student Evaluation; Tests; *Vocational Education; *Vocational Evaluation; Vocational Rehabilitation
IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with assessment and evaluation. Covere in the individual sections of the guide are the following topics: general resources; tests, inventories, schedules, questionnaires; bibliographies, directories, and resource lists; and assessment resources related to the following: (1) special learning needs of bilingual, emotionally disturbed, hearing-impaired, learning-disabled, mentally retarded, physically disabled, and severely disabled students; (2) vocational education; (3) the individual education plan; (4) rehabilitation; and (5) services fo adults. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 288 CE 042 307

Computer-Assisted Instruction. An ABE/GED Curriculum Project. Final Report. A 310/Special Demonstration Project 1984-1985.
Rio Salado Community Coll., Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 85
NOTE- 19p.; For the resource guide, see CE 042 308.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- *Adult Basic Education; Classroom Techniques; *Compute Assisted Instruction; *Curriculum Development; *Demonstration Programs; Fused Curriculum; *High School Equivalency Programs; Information Dissemination; Learning Activities; Material Development; Records (Forms); Resource Materials; Screening Tests *Statewide Planning; Student Placement; Study Guides; Teaching Methods
IDENTIFIERS- 310 Project; Arizona

A project was conducted to develop and implement a program of computer-assisted instruction (CAI) for students enrolled in adult basic education (ABE) and general educational development (GED) programs throughout Arizona. The following activities were completed during development of the comprehensive ABE/GED CAI program: identification and employment of a trained instructional aide and support personnel, coordination of a concentrated promotional campaign, purchase of supplemental software and GED materials, and dissemination of information concerning GED testing sites in Arizona. The CAI program was integrated with traditional ABE/GED materials and curricula normally provided at the project site in such a manner that students spent approximately half their time using the computer and the other half completing more traditional paper-and-pencil activities. A resource guide was then developed for other ABE/GED programs and agencies throughout Arizona who were considering using CAI. (Attachments to this project report include a screening device used for placing students in the CAI program, a sample student prescription or study guide outlining activities and assignments, and an inventory of materials at the demonstration project site.) (MN)

ED 260 302 CE 042 376

Parsons, Michael H.
Part-Time Occupational Faculty: A Contribution to Excellence. Information Series No. 300.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 50p.
CONTRACT- 400-84-0004
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN300--$5.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accreditation (Institutions); Collective Bargaining; *Compensation (Remuneration); Contracts; *Equal Protection; *Faculty College Relationship; Faculty Development; *Faculty Evaluation; Faculty Handbooks; Faculty Recruitment; Institutiona Role; *Part Time Faculty; Postsecondary Education; Services; Teacher Effectiveness; *Teacher Orientation; Tenure; Vocational Education
IDENTIFIERS- *Excellence in Education

Part-time faculty are essential to the accomplishment of the mission of postsecondary occupational education institutions. A commitment to excellence requires a comprehensive, systematic design for part-time faculty recruitment, development, assessment, and integration into the institution's delivery system. Careful attention to recruitment recognizes that the part-time teacher often personifies the institution for the student. Once recruited, part-time personnel must be integrated into the educational environment, made aware of its requirements, and provided with necessary support. A comprehensive orientation process for new faculty might include an intake interview, reinforced by group orientation. Use of a checklist guarantees that all important issues are discussed. Institutions must develop an equitable remuneration system. The legal issues surrounding part-timers' property rights to the teaching position and tenure can be clarified with a contract specifying institutional policies. Faculty rights to equal protection, their place in collective bargaining, and the position of accrediting agencies should be considered. Use of a part-time faculty handbook and provision of adequate support services are important elements of the integratio process. Other elements are systems of part-time faculty evaluatio and development, which have a direct impact on educational excellence. From the demographics of their use to their role in needs assessment and institutional marketing, part-time faculty ar an integral part of the mission of postsecondary institutions. (SK

ED 260 314 CG 018 407

Hogan, Joyce
A Model of Physical Performance for Occupational Tasks.
PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Annual Convention of the Americ
Psychological Association (92nd, Toronto, Ontario, Canada, Augus
24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cardiovascular System; Classification; Employment Qualifications; *Job Performance; Models; *Motor Development; *Muscular Strength; Personnel Selection; Physical Development
IDENTIFIERS- Endurance; *Neuromuscular Skills; *Physical Performan

This report acknowledges the problems faced by industrial/organizational psychologists who must make personnel decisions involving physically demanding jobs. The scarcity of criterion-related validation studies and the difficulty of generalizing validity are considered, and a model of physical performance that builds on Fleishman's (1984) taxonomic work is described. Seven constructs of the model are defined within the context of three broad dimensions of performance: muscular tension power, and endurance make up the muscular strength category; the cardiovascular endurance category is undivided; and flexibility, balance, and neuromuscular integration comprise the movement quality category. Examples of where each construct is important fo performance are provided. Several hypotheses about the interrelationships among the constructs are presented. Finally, three sources of empirical support for the model are summarized: (1) an analysis of the physical demands of over 2,000 tasks from approximately 200 jobs, with results summarized in relation to the three major dimensions of the model; (2) an analysis of test score from 12 studies concerned with occupational performance of adults, in which the 7 physical performance constructs of the model could account for all the interpretable factors identified across the studies; and (3) a compilation of tests from 8 studies that validated the tests as predictors of job performance and revealed that the tests were measures of muscular strength, cardiovascular endurance, balance, flexibility, and coordination. A four-page reference list is appended. (NRB)

ED 260 356 CG 018 44

Cullari, Salvatore; Redmon, William K.
A Primary Prevention Program to Reduce Bulimia and Anorexia Nerv
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1
DESCRIPTORS- Adolescents; *Anorexia Nervosa; Behavior Modificati
Cognitive Restructuring; Eating Habits; Family Counseling;
*Females; *High Risk Persons; Intervention; *Prevention; *Prog
Development; Young Adults
IDENTIFIERS- *Bulimia

This paper presents a theoretical model for a primary preventi program for bulimia and anorexia nervosa to be used with adolescents and young women considered most at risk of developin these eating disorders. Characteristics of potential anorexics a bulimics are identified to aid in the selection of target groups for the program. It is recommended that subjects be paired by common characteristics and divided into experimental and control groups. It is noted that successful interventions in preventing anorexia and bulimia have not been identified yet. However, seve procedures are suggested as a starting point to be used with the experimental group: (1) taking subjects off reduction diets and teaching alternative ways of reducing or maintaining normal weights; (2) initiating some type of family therapy; (3) stressi relaxation training and/or stress management; (4) using a cognitive-behavioral approach to change irrational belief system and inappropriate behaviors; (5) incorporating techniques found be effective in treating anorexia and bulimia into prevention programs; (6) beginning treatment for anxiety or depression; and (7) continuing long-term follow-up until subjects reach an age w the risk of developing these disorders is reduced. Possible benefits from this type of intervention are discussed and possib problems in developing such a program are identified. It is concluded that, in spite of these problems, the implementation c primary prevention programs may reduce the incidence of these eating disorders and may prove more cost effective than traditic treatment procedures. (NRB)

ED 260 373 CS 008 08

Newton, Ray
Newspaper in Education: New Readers for Newspapers.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Meeting of the Western Social
Science Association (Ft. Worth, TX, April 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Area Reading; Educational Objectives;
*Educational Resources; Elementary Secondary Education;
*Instructional Materials; *Newspapers; Program Descriptions;
*Program Evaluation; Reading Attitudes; *Reading Habits; Teachi
Methods
IDENTIFIERS- Canada; Newspaper in Education Program; United State

Starting with the observation that unless young people begin
reading the newspaper for information rather than entertainment
they are not likely to sustain a newspaper reading habit into
adulthood, this paper goes on to describe a national movement tha
has begun in the United States to take the newspaper into the
public schools. An estimated 600 newspapers in the United States
and Canada participate in the Newspaper in Education (NIE) progra
intended to encourage use of newspapers as an educational tool. T
newspapers are used in virtually every discipline, and the NIE
program provides additional resource materials, teaching tips, an
external assistance to any participating teacher. Objectives of t
program include improving writing, reading and oral communicatior
skills; enriching all content area courses; and familiarizing
students with their community and nation, as well as the
world--thus helping them to become better citizens. The NIE progr
provides a variety of services to participating teachers and
schools, including (1) newspapers at reduced rates, (2) NIE
activity booklets, (3) teacher workshops, (4) newspaper tours, (5
in-class presentations, (6) parent brochures and workshops, and (
college credit courses. While studies evaluating the impact of th
program present mixed results, one comprehensive study indicated
that students in the program felt they were likely to be regular
newspaper readers as adults, and that the students recognized the
importance of freedom of the press. (Materials illustrating how t
newspaper can be used in the classroom are included.) (HTH)

ED 260 436 CS 209 22

Barlow, William P., Jr.
Book Collecting: Personal Rewards and Public Benefits. A Lecture Delivered at the Library of Congress (Washington, DC, December 1983). The Center for the Book Viewpoint Series No. 11.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0470-5
PUB DATE- 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1 Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Books; *Interests; *Literary History; Publications Recreational Activities
IDENTIFIERS- *Book Collecting; Book Preservation

Containing a lecture given at the Library of Congress by a boo collector specializing in the works of the eighteenth century printer John Baskerville, this pamphlet describes the personal rewards and public benefits of book collecting. The lecture firs discusses the "true collector," collecting books printed by John Baskerville, and collecting American book auction catalogs. It t examines three factors involved in the growth of book collection extension, opportunity, and rationalization. In addition, the lecture describes the role of the collector in preserving books, the development of significant book collections, and in the scholarly use of materials. (EL)

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ED 260 484 CS 505 (

Webster, Debra Burns; And Others.
Children's Television Viewing as Affected by Contextual Variab
the Home.
PUB DATE- 82
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiences; Childhood Attitudes; *Employed Parents
Family Life; Males; *Mothers; Parent Role; Social Influences
*Television Research; *Television Viewing
IDENTIFIERS- *Family Communication

A study was conducted to explore the relationship between a
working outside the home and the amount of television a child
views. It was hypothesized that the hours of television viewed
child would be positively related to the amount of television
viewed by (1) the female head of household, (2) the male head
household, (3) the number of television sets in the home, and
the age of the child. Research was based on a secondary analys
Arbitron Television diary data collected in the Chicago market
(ADI) during February 1982. Final sample size was 735. Results
suggest that the amount of television viewed by the child was
positively related to the viewing levels of both female and ma
heads of household, and that children in multiple set househol
tend to view more television than children in single set
households. In addition, findings showed that mothers who work
outside the home watch less television and so do their childre
Age of the child did not appear to be a factor in how much
television was viewed. Findings suggest that researchers shoul
devote increased attention to the role that television plays i
environment of family communication. (DF)

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ED 260 559 EC 180

Meadow-Orlans, Kathryn P.

Impact of a Child's Hearing Loss on the Family.

PUB DATE- 27 Apr 85

NOTE- 12p.; Paper presented at the Biennial Meeting of the S for Research in Child Development (Toronto, Canada, April 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at. Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; Elementary Secondary Education Etiology; *Family Relationship; *Father Attitudes; *Hearin Impairments; *Mother Attitudes; Parent Child Relationship; Differences; *Stress Variables; Verbal Communication

To examine the effects of hearing impairment on the family questionnaires were completed by 358 mothers and 184 fathers hearing impaired children enrolled in special education. Questionnaires measured three areas: (1) family stress; (2) communication with the hearing-impaired child; and (3) relationships with professionals and others outside the fami Mean scores of mothers and fathers did not differ significan stress factors, although fathers tended to express lower lev Mothers expressed more confidence in their abilities to comm with the hearing impaired child. Sex of the child did not significantly affect parents' scores, although child's birth and age appeared to have substantial effects. Mothers of rub children had more negative scores than mothers of children w deafness related to other items. Parents using speech plus s language with their children had less positive scores on all scales. Tables present the statistical outcomes of the proje

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ED 260 574 014

Soudek, Lev I.; Soudek, Miluse
International English, American English, and Other Englishes
Psychological, Social, and Functional Choices for TESOL.
PUB DATE- 7 Apr 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Illi
Teachers of English to Speakers of Other Languages (12th,
IL, April 7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Dialects; *English (Se
Language); *Language Styles; Language Teachers; *Language
*Language Variation; Second Language Instruction; Teacher

Current practices and materials for teaching English as a
language (ESL) contain oversimplifications about English bas
the assumption of a uniform language type and standard of u
presented to foreign learners for pedagogical clarity. ESL t
may be aware of the language's diversity but are not prepare
provide pedagogically and linguistically sound answers to qu
about variations. English, with over 300 million native spe
around the world, is difficult to characterize accurately.
Materials are available to teachers that discuss Englishes
including types labeled as "ex-colonial," "nativized" or
"indigenized," "nuclear" or "utilitarian" for pedagogical
international usage purposes, regional and social dialects,
jargons, slang, and stylistic variation. Choosing the approp
functional style and switching freely from one to another i
automatically by native speakers on the basis of complex
psychological and social clues that are part of cultural and
linguistic experience. Foreign learners are often unable to
or even comprehend these switches because their level of
English is functionally flat. ESL teachers should be ready t
explicit advice and concrete examples about the global, reg
social, and situational dimensions of English, and plan str
and design exercises directing students to a broader unders
of this diverse language. (MSE)

ED 260 389 CS 008 13

Schaffer, Deborah
Dialect Diversity and the Teaching of Reading.
PUB DATE- Apr 85
NOTE- 22p.; Revised and expanded version of a paper presented at
Annual Meeting of the Northwest Regional Conference of the Nat
Council of Teachers of English (Seattle, WA, April 25-27, 1985
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; Elementary Secondary Education;
*Learning Problems; *Nonstandard Dialects; Reading Difficultie
*Reading Instruction; *Social Dialects; Teacher Education; Teac
Role; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Linguistic Awareness

One of the central problems in teaching dialectally divergent students to read is the teacher's own lack of awareness of the nature of dialects. Teachers with some linguistics background wil be more sensitive to language variation, and will therefore be better able to recognize divergent dialects and to separate learning problems relating to dialect differences from those relating to intelligence, emotional adjustment, and other factors The method best suited to both the linguistic and social realitie of teaching dialectally diverse students to read is the "gentle guidance" approach, which separates the central concern of learni to read from the tangential goal of learning the standard dialect In this method, students work in their own dialect, and the teach resolves any confusion or questions as they arise, with straightforward and nonjudgmental linguistics-based explanations. This lets the whole class learn about dialect diversity as well a the reading process. A four-page bibliography is appended. (HOD)

ED 260 421 CS 209 19

Dye, Robert M., Ed.
Editors in the Electronic Age.
Associated Press Managing Editors.
PUB DATE- Nov 83
NOTE- 24p.; Report prepared by the Associated Press Managing Edi
Writing and Editing Committee and issued at the Annual Convent
of the Associated Press Managing Editors (Louisville, KY, Nove
1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Information
Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Electronics; Journalism; *News Media; *Newspapers
*News Reporting; *News Writing; Publications; Technical Writi
Technology

Intended for newspaper writers and editors, this collection o
articles includes the following titles and authors: "VDTs, TV
Haven't Shocked Editors" by Jay Rogers; "Opinions Vary on
Electronics' Effect" by Bob Nordyke; "A Few Kind Words for the
Censors" by Hugh A. Mulligan; "Those Awards Have Their Limitatio
by Larry Fortner; "Obituaries Are Written for the Living" by Bob
Conley; "A Sample Guide to Obituary Writing" from the Milwaukee
Sentinel Stylebook; "The Rewrite Bank Is Not Dead--Yet" by Thoma
B. Debley; "Sports Columnists Offer Chuckles" by Fred Russell;
"'Word' Called Useful, Not Panacea" by John H. Fisher; "'The Wor
a Drama in One Act" by James A. Crook; "More Editors Appealing
Young" by Tom Burton; "History 'Incomplete' Without News" by Jo
Goodman; "Editorial-Page Kitchen Bound to Over-Heat" by W. Lawri
Joslin; and "'Tailored' Paper to Answer Dreams" by Clark Hoyt a
Trueman Farris. (EL)

ED 260 469 CS 505 0

Millar, Dan P.; Newton, Mark A.
The Relationship between Rhetorical Sensitivity, Communication Apprehension and the Ability to Decode Nonverbal Cues.
PUB DATE- Oct 84
NOTE- 57p.; Paper presented at the Annual Communication, Langua Gender Conference (7th, Oxford, OH, October 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; *Communication Researc *Interpersonal Communication; Nonverbal Communication; *Speech Communication
IDENTIFIERS- *Rhetorical Sensitivity

Results of research on rhetorical sensitivity suggest that the sensitive person has developed the ability to reach a social context and the others within it and to respond appropriately, while results of research on communication apprehension suggest that high apprehension leads to avoidance of communication situations. If so, then the degree to which people are apprehens ought to affect the type of rhetorical person they develop into. study was conducted that hypothesized a relationship between rhetorical sensitivity, communication apprehension, gender, and ability to decode nonverbal cues. The subjects, 128 students fr Indiana State University, were randomly selected from eight sections of Communication 101 during the spring semester of 198 Subjects were asked to complete two self-report instruments, the Rhetorical Sensitivity Scale (RHETSEN) and the revised Personal Report of Communication Apprehension (PRCA). All participants we also asked to view and complete the Profile of Nonverbal Sensitivity (PONS) test. Results showed that to be rhetorically sensitive is to be apprehensive of communication encounters. To rhetorically insensitive is to be nonapprehensive. Future resea should include psychomotor behaviors to determine the relations between each aspect of learning about communication. (Tables of findings are included). (DF)

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ED 260 514 EA 017

Lindelow, John
The Grade Retention/Social Promotion Debate.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.;
Association of Elementary School Principals, Alexandria, VA
SPONS. AGENCY- National Inst. of Education (ED), Washington,
PUB DATE- Nov 85
NOTE- 6p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, National Association of El
School Principals, 1615 Duke Street, Arlington, VA 22314 ($
prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ER
Information Analysis Products (071)
DESCRIPTORS- *Academic Failure; Age Grade Placement; Elementar
Secondary Education; *Grade Repetition; Grades (Scholastic)
Learning Problems; *Low Achievement; Preschool Education; Re
Needs; Student Improvement; Student Placement; *Student Pro
Underachievement
IDENTIFIERS- Aumsville School District OR; Austin Independent
District TX; Pinellas County School System FL

This publication focuses on the retention/promotion debate
regarding failing and low-achieving students. An introductory
describes the inherent limitation in the research done on thi
issue--the impossibility of obtaining an appropriate control
group--and suggests that the retention/promotion quandary can
be resolved by accommodating the present educational system t
special needs of low-achieving students. Thereafter, five rec
studies on this issue are summarized and reviewed. The first,
Doug Chafe, is a review of the literature on criteria for ret
or promotion. The second, by Jane K. Elligett and Thomas S. T
describes the stringent promotion/retention policy in Pinella
County, Florida, and analyzes its results. The third, by Nanc
Schuyler, is a technical report from the Austin (Texas) Indep
School District on its new stringent promotion/retention poli
the elementary level. Fourth is a California study, by Jonath
Sandoval and G. Penee Hughes, that analyzed a wide variety of
indicators to determine predictors of success for retained
first-grade students. The final study, by Marilyn Pheasant,
describes a first-grade readiness program at the Aumsville (O
School District. ERIC document numbers are noted. (TE)

ED [illegible]   CE 040 923

AUTHOR [illegible]
TITLE [illegible] Written or Verbal References Should Not Become [illegible] or Analysis of Rights, Responsibilities, [illegible] of References.
PUB DATE [illegible]
NOTE [illegible] presented at the Annual Meeting of the Southwest American Business Communication Association (San Antonio, TX, March [illegible]).
[illegible]
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE Opinion Papers; Viewpoints/Position Papers [illegible] Speeches, Conference Papers, Papers Presented [illegible]
DESCRIPTORS Accountability; Civil Rights; *Confidential Records; Disclosure; *Federal Legislation; Guidelines; *Legal Problems; Legal Responsibility; Privacy; Student Records; Student Rights; Teacher Responsibility; *Teacher Rights; Torts
IDENTIFIERS Buckley Amendment; Fair Credit Reporting Act 1970; Family Educational Rights and Privacy Act 1974; Freedom of Information Act; [illegible] Recommendation; Privacy Act 1974

In view of [illegible] increase in the numbers of laws and lawsuits since the 1960s, teachers must become aware of the privacy considerations and potential legal problems that may arise when writing a letter of recommendation or giving a verbal reference. They should be familiar with present common law doctrine and recent legislation pertaining to exactly what constitutes legally defensible information in a recommendation. The following laws [illegible] the Privacy Act of 1974, the Fair Credit Reporting Act of 1970, the Family Educational Rights and Privacy Act of 1974 and the Buckley Amendment [illegible] and the Freedom of Information Act (1966). Besides knowing how these laws affect information, persons providing references should also know how common law [illegible] on defamation, libel, and slander affect communication. Defenses afforded persons who make statements and letters of recommendation include the [illegible] of defenses of [illegible] showing that a statement was true and using the doctrine of qualified privilege. (The paper includes 10 guidelines for defensible recommendations.) [illegible]

Selke, Barbara E.

Communication Skills: A Guide for Cosmetology. Student's Manual and Instructor's Guide.

Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 86p.; For related document, see CE 041 971 and 975.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. PS 215 S).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; *Communication Skills; Competency Based Education; *Cosmetology; Definitions; Extension Education; Individualized Instruction; Interpersonal Communication; Parliamentary Procedures; Postsecondary Education; Secondary Education; *Teacher Education; *Teacher Student Relationship; Teaching Methods; *Vocational Education

The student's manual of this set consists of materials dealing with the communication skills needed by individuals studying to become cosmetology instructors. Addressed in the individual units of the course are the following topics: the meaning of the term communication, breakdowns in communication, procedures for avoiding breakdowns in communication, communication in the workplace, communication in the classroom, and parliamentary procedure. Each unit contains some or all of the following: objectives, a list of new terms and definitions, instructional text, and one or more learning activities. The instructor's guide contains answers to learning activities, unit tests, answers to the unit tests, and a list of basic competencies that the student should master. (MN)

ED 260 205 CE 042 016

Page, Leslie

Community Exchange Systems. What They Are. How They Work. How to Set One Up.

SPONS. AGENCY- British Columbia Dept. of Education, Victoria. Div. of Continuing Education.

PUB DATE- Jul 85

NOTE- 24p.

AVAILABLE FROM- Community Initiatives Publications, 2832 West 36th Avenue, Vancouver, BC V6N 2R1 ($1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adults; Community Cooperation; *Community Organizations; *Cooperatives; Economic Opportunities; Guidelines; Participative Decision Making; *Program Development; Program Implementation

IDENTIFIERS- *Barter; British Columbia; *Community Exchange Systems

This booklet explains the concept of a community exchange system (CES), or barter system, for the exchange of goods and services and describes how to set one up. The booklet is concerned only with nonprofit, voluntary organizations. The booklet is organized in four sections. The first section introduces the community exchange systems idea and explains how an exchange works. The second part of the booklet contains questions that people ask about community exchange systems and answers to those questions. In the section the setting up of an exchange is detailed. Topics discussed include the following: forming a nonprofit organization, accounting, recording and accounting in exchange dollars, goods and services list, administration expenses not covered by Federal dollars, trading guidelines, and promotional work. In the concluding section, the fundamentals of a community exchange systems are summarized. Appendixes to the booklet provide sources of further information on CESs in British Columbia, examples of goods and services lists, and an income tax interpretation from Revenue Canada. (KC)

ED 260 219 CE 042 054

DeGideo, Sharon; Swanson, Richard A.

Human Resource Development Bibliography. Abstracts of the Core Documents in the Profession. Training and Development Research Center: Project Number Five.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

PUB DATE- Apr 85
NOTE- 37p.; For related documents, see CE 042 050-057.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Career Education; *Compensation (Remuneration); Fringe Benefits; *Information Systems; *Job Development; *Job Training; *Labor Force Development; Labor Relations; Management Systems; Organization; Organizational Development; *Personnel Management; Personnel Selection; Planning; Staff Development; Unions
IDENTIFIERS- *Employee Assistance Programs

This annotated bibliography represents the core literature of the human resource development profession. An introduction describes the process by which the core literature was identified, annotated, and published for dissemination. The approximately 111 documents are categorized by the nine professional areas: training and development, organization development, organization/job design, human resource planning, selection and staffing, personnel research and information systems, compensation/benefits, employee assistance, and union/labor relations. For each document, this information is provided: author(s), date of publication, title, and publication and page numbers or place of publication and publisher. A listing of the human resource development expert raters is appended. An author index is also provided. (YLB)

ED 260 260 CE 042 267

Kok, Marilyn R., Ed.

Prevocational Instructional Materials. A Resource Guide. Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupationa Education and Technology.

PUB DATE- 83

NOTE- 27p.; For related documents, see CE 042 266-276.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Consumer Education; *Daily Living Skills; *Disabilitie Instructional Materials; Legal Education; Legal Responsibility; *Library Collections; Library Guides; Library Materials; *Mainstreaming; Postsecondary Education; *Prevocational Educatio Secondary Education; Self Concept; Self Evaluation (Individuals) *Special Education; Vocational Education

IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available prevocational instructional materials. Covered in the individual sections of the guide are the following topics: self-awareness materials, independent living materials, consumer education materials, students and the law, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number and a brief abstract detailing its contents. (MN)

ED 260 289 CE 042 308

Computer Assisted Instruction for Adult Basic Education. A 310
Special Demonstration Project 1984-1985.
Rio Salado Community Coll., Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of
Adult Education.
PUB DATE- 85
NOTE- 31p.; For a related document, see CE 042 307.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Classroom Techniques; *Compute
Assisted Instruction; Computer Oriented Programs; *Courseware;
Demonstration Programs; Educational Benefits; Equipment
Maintenance; Equipment Utilization; Evaluation Criteria; *Fused
Curriculum; *Instructional Material Evaluation; *Media Selection;
Microcomputers; Records (Forms); Teaching Methods
IDENTIFIERS- 310 Project

This handbook is designed to familiarize adult basic education (ABE) instructors with the basics of computer-assisted instruction (CAI). Addressed in the individual sections of the manual are the following topics: computers in ABE, benefits of CAI, hidden cost considerations and necessary commitment for CAI, vocabulary, getting started, incorporation of CAI into the adult learner's class time, procedures for monitoring actual computer time, considerations for purchasing a computer, criteria for evaluating software (use of a model evaluation form, areas of available computer programs, and software companies), care for software, computer repairs, and guidelines concerning copying programs. (MN)

ED 260 329 CG 018 422

Hughes, Jan N.; Benson, A. Jerry

University Clinics as Field Placements in School Psychology Traini
A National Survey.

PUB DATE- Apr 85

NOTE- 38p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (17th, Las Vegas, NV, April 8-12, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Clinical Experience; *Field Experience Programs; *Graduate Study; Higher Education; National Surveys; Program Descriptions; *School Psychologists; Student Experience

IDENTIFIERS- *University Clinics

Although many school psychology programs use university-based clinics as field placements for school psychology students, there is little information in the literature on how these clinics are organized, administered, and funded or on the nature, duration, an
sequencing of clinic field experiences. A national telephone surve
of 71 directors of clinics that serve as practicum and internship sites for school psychology students was conducted to examine the organization and training practices of university clinics affiliated with school psychology programs. A structured questionnaire was used which addressed the areas of administration
funding, facilities, staffing, client population, coordination wit
other clinics on campus, contractual arrangements, supervision, multidisciplinary involvement, fees, types of field experiences, and duration and sequencing of the clinic experience. Survey results indicated that school psychology practicum experience in a
university-based clinic is a common training practice, and is used
most frequently in doctoral programs. Many differences were found in how clinics were administered, funded, and staffed as well as i
the extent of clinic experience required of students. A wide variety of models and practices were found in the provision of university-based clinical field experiences, reflecting difference
in program and university resources, administrative structures, program training goals, community resources, faculty interests and competencies, and the availability of alternate field placements. Results are reported both in terms of the percentages of programs reporting different practices and in specific, illustrative practices in providing clinic-based training experiences to school psychology students. (NRB)

ED 260 343 CG 018 436

Arfken, Deborah Elwell
Running at Double Pace: Women in Dual-Profession Marriages.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Conference of the Nation
Association for Women Deans, Administrators, and Counselors (69t
Milwaukee, WI, April 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; Career Development; Coping; *Dual
Career Family; *Employed Parents; *Employed Women; Mentors;
*Professional Occupations; Research Needs; *Role Conflict; Spous
Stress Variables
IDENTIFIERS- *Dual Profession Marriage

Although the problems facing dual-profession couples are almost universally acknowledged, studies on dual-profession couples have only recently emerged from those on dual-worker or dual-career families. To explore the perceptions that women in dual-profession marriages have of their roles, conflicts, and coping strategies, focus group interviews and case studies of nine women in dual-profession marriages were content analyzed. The findings indicated that for these professional women the identity of professional was very important to their self-esteem. Most had entered their profession by chance, and only two identified a future professional dream. Although the women expressed a need for recognition and praise for their achievement, few had had professional mentors or felt they received sufficient praise or recognition from their husbands or colleagues. The order of saliency for their three major roles was mother, wife, and professional; unstated role expectations by others defined their boundaries of behavior, restricted their opportunities for career advancement, and often caused them guilt and resentment. Conflicts related to the dual-profession marriages were evident in attempts to balance career and achievement needs, equity and responsibility money, and time and stress. Their most commonly employed coping strategies were accommodation/sacrifice, avoidance/withdrawal, hiring help, planning/scheduling, and role redefinition. (Six recommendations for future research on dual-profession marriages conclude the paper.) (MCF)

ED 260 404 CS 209 14

Wilkins, Lee
The Politics of Star Wars.
PUB DATE- Aug 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Associat
for Education in Journalism and Mass Communication (68th, Memph
TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Film Criticism; *Films; *Imagery;
Literary Devices; *Motifs; *Politics; *Symbols (Literary)
IDENTIFIERS- *Star Wars (Film)

George Lucas's Star Wars trilogy is used as the basis for the creation of a political subtext arising from one of America's mos enduring literary myths--the American Adam. That subtext, when translated into a modern political context, pinpoints two central issues to face this democracy in the coming years, as well as a national ambivalence about their resolution. The adventures of Lu Skywalker, hero of Star Wars, are correlated to the development the American Adam in stages of the Infant Adam, the American Adolescent, and the Political Adam. Additional illustrations for supporting this theory are figures such as Henry David Thoreau, Dylan, and Herman Melville's Billy Budd and Captain Ahab. The questions Lucas leaves with the audience are ones its members wil face when they leave the theatre. If power itself is viewed as evil, what then becomes of the role of the individual members of democracy in whom the ultimate power is genuinely vested? If learning to assume power means, in some respect, to become an acknowledged part of a human community, what then remains of the role of independence and of individual purposefulness within the polity? These are questions to which Lucas gives no answers but which deserve attention. (DF)

ED 260 437 CS 209 22

Sperling, Melanie
A Look at Response and the Teaching of Writing.
PUB DATE- Nov 84
NOTE- 46p.; Paper presented at the Annual Meeting of the Nationa
Council of Teachers of English (74th, Detroit, MI, November 16
1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use
Teaching Guides (For Teacher) (052)
DESCRIPTORS- Feedback; Grading; Student Evaluation; Teacher
Education; *Teacher Response; *Writing (Composition); *Writing
Evaluation; Writing Improvement; *Writing Instruction; Writing
Processes; *Writing Research; Writing Skills

Intended for teachers, this paper considers response to studen writing, looking at the different angles from which it is common perceived and acknowledging the complications that evaluation an the demands of curriculum add to that response. Three major area are examined. There is an historical look at response, so that s of the roots of traditional approaches and assumptions can be se The highlights of the past decade are cited, including the angle from which traditional approaches have been attacked and through which current research is evolving. Finally, current ideas from research and teaching are discussed in order to assess what the state of the art is now and what needs to be considered for teaching and learning writing in the future. (DF)

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ED 260 485 CS 505

Bangs, Terry L.

Integrating Speech Communication and Composition in the Classr

PUB DATE- May 85

NOTE- 17p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at... Guides/Methods/Techniques (For Practitioners) - Classroom Us Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Assignments; Higher Education; *Integrated Activ *Persuasive Discourse; *Speech Instruction; Speech Skills; T Methods; *Writing Instruction; Writing Processes; Writing Sk

IDENTIFIERS- *Audience Awareness; *Speaking Writing Relationsh

One way of giving students a sense of audience in their writ to combine speech communication and written communication in t classroom. If students can be taught to write as they talk, th can perceive their audience to be real people rather than the amorphous "indefinite other" they typically write for in the traditional writing class. The advantage of teaching students write as they are taught to speak is that writing permits the recursive process better than speaking does. A sophomore speec writing course offered at the United States Air Force Academy (Colorado) teaches students how to use spoken language in both their speaking and writing. Each student gives five speeches d the semester, and the assignments require the students to narr define, inform, argue, and persuade. For four of the five assignments, the students must write an essay on the same topi their speech. The course theme is persuasion, so each assignme emphasizes the persuasive nature of speaking and writing. The unified approach awakens the students to the power of spoken language and helps them keep foremost in their minds the prima purpose of both speech and composition--to communicate an idea people. (HOD)

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ED 260 500 EA 017 9

A Survey of Promotion Policies and Practices in Pennsylvania S
Turning the Tide: An Agenda for Excellence in Pennsylvania Pu
Schools.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Mar 85

NOTE- 41p.; For documents in same series, see ED 238 572, ED 25
425-426, ED 253 621, ED 254 902, ED 256 650, and EA 017 943.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Failure; Elementary Secondary Education;
Repetition; Program Descriptions; *School Policy; *School
Statistics; School Surveys; Student Certification; Student
Evaluation; *Student Placement; *Student Promotion; Tables (

IDENTIFIERS- Pennsylvania; Pennsylvania Department of Educatio

In the summer of 1984, the Pennsylvania Department of Educat
conducted a survey of promotion policies and practices in
Pennsylvania schools in response to a request for information
the State Board of Education. This document presents the major
findings from the analysis of data from the 423 school distric
that completed the survey. A series of tables, with appended
discussions, provide demographic information on the following:
distribution of respondents by class of district; (2) 1983-84
retentions; (3) 1983-84 retention rates (by grade level, state
average, and district range); (4) written policies and guideli
(5) credits required to pass; (6) district policy on the numbe
retentions; and (7) districts where promotion is permitted
regardless of academic achievement. A concluding discussion
identifies exemplary programs and practice related to
promotion/retention in various schools throughout the state. F
appendixes provide instrumentation for the survey and selected
narrative comments in response to survey questions, along with
promotion and retention policies of the Commodore Perry School
District, the Bellefonte Area School District, and the Shenand
Valley School District. (IE)

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ED 260 529 EC 180

Lightcap, Susan J.
The Dark Side of Giftedness.
PUB DATE- Jun 85
NOTE- 94p.; Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classro
(055) Reports - Descriptive (Program/Project Descriptions)
DESCRIPTORS- Coping; Definitions; Elementary Secondary Educat
*Emotional Adjustment; Emotional Problems; *Gifted; *Studer
Characteristics; Talent Identification

The paper examines the uniqueness of gifted children and th
problems facing them and their families as a result of the
giftedness. Annotations from the literature are preceded by
selected quotations from gifted children designed to reflect
research and expert opinions which follow. The first section
considers the complex nature of giftedness and discusses the
of agreement concerning definitions and identification. Secti
reviews the special attitudes, behaviors, and needs character
of gifted and talented children and the multitude of problems
can result if these are ignored or mishandled. The final sect
describes specific approaches and programs designed to help
children with problems characteristic of giftedness, such as
development, alienation, and perfectionism. (CL)

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ED 260 545 EC 180

Danaher, Joan, Ed.
Assessment of Child Progress. Monograph Number 2.
North Carolina Univ., Chapel Hill. Technical Assistance Devel
System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washing
PUB DATE- May 85
NOTE- 61p.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- *Disabilities; *Early Childhood Education; *Eval
Methods; Infants; Program Evaluation; *Student Evaluation

Four author-contributed papers examine issues in assessing
progress in early childhood special education. D. Bricker and
Gumerlock present "A Three-Level Strategy" which features ana
of daily or weekly progress, analysis of progress toward long
short-term objectives, and analysis of progress toward progra
goals. C. Dunst follows with a discussion of "Four Developmen
Perspectives" (maturational, behavioral, process-oriented, an
ecological) and suggests several generally feasible research
strategies. N. Johnson-Martin enumerates three "Sources of
Difficulty" in assesssing progress in the population: (1) the
discrepancy between implicit and explicit goals in programs s
handicapped infants; (2) the diversity of needs of children s
in early intervention programs; and (3) the different kinds
training of professionals who staff early intervention progra
the final paper, P. Strain stresses the concept of "Social
Validity" of intervention outcomes, arguing against the use o
standardized tests and advocating instead the use of single-s
designs to measure progress. (CL)

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ED 260 560 EC 180

Scruggs, Thomas E.
The Administration and Interpretation of Standardized Achiev
Tests with Learning Disabled and Behaviorally Disordered E
School Children. Year Two Final Report.
Utah State Univ., Logan.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washin
PUB DATE- 15 Jul 85
NOTE- 323p.; Prepared by the Developmental Center for Handic
Persons. For earlier report, see ED 256 082.
GRANT- G008300008
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Behavior Disorders; Elemen
Education; *Learning Disabilities; Standardized Tests; Tea
Methods; *Test Wiseness

Several experiments were carried out to determine whether
disabled (LD) and behaviorally disordered (BD) students exhi
deficiencies in appropriate test-taking strategies and, if s
whether these strategies could be successfully trained. Prel
investigations indicated that mildly handicapped students do
exhibit deficiencies in this area, including attention to
inappropriate distractors, failure to successfully employ pr
knowledge and deductive reasoning strategies, and failure to
identify correctly specific types of questions which call fo
different strategies. Deficiencies were also observed regard
of separate answer sheets and expressed attitudes toward tes
year 1, approximately 100 LD and BD elementary (grades 2-4)
randomly assigned to treatment (training on test-taking skil
control conditions. All Ss scored significantly higher on a
test-taking skills. During year 2, approximately 100 LD and
(grades 4-6) were randomly assigned to treatment (training
involving both reading and math subtest areas of the Stanfor
Achievement Test). Trained Ss scored significantly higher on
subtests and descriptively higher on a third subtest. Extens
appended material includes 19 items (journal articles, confe
papers, and manuscripts unpublished or submitted for publica
on test-taking skills and their implications for LD and BD
students. (CL)

ED 260 233 CE 042 090

Schnittgrund, Karen P., Ed.
American Council on Consumer Interests. Proceedings. Annual Conference (31st, Fort Worth, Texas, March 27-30, 1985).
American Council on Consumer Interests, Columbia, Mo.
PUB DATE- 85
NOTE- 335p.
AVAILABLE FROM- American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Advertising; Conference Proceedings; *Consumer Economics; *Consumer Education; *Consumer Protection; Consumer Science; Credit (Finance); Developing Nations; Economics; Employment; Farm Management; *Financial Services; *Money Management; Older Adults; Preretirement Education; Public Policy; Research
IDENTIFIERS- *Consumer Expenditure Survey; Home Equity Conversion; *Simultaneous Equations

These proceedings contain presentations, discussants' remarks, roundtable discussions, and papers from poster sessions and panels. Selected titles of particular relevance to the field of education are: "Factors Affecting the Probability of Accepting a Retirement Incentive: Evidence to Support Retirement Planning Education" (Hogarth); "Advertising and Ideological Content in Free Consumer Curriculum Materials" (Rudd, Buttolph); "Consumer Education: The Business Sector's Contribution" (Haney); "A New Agenda for Consumer Education: A Challenge to ACCI" (Zelenak); "College Student Usage of EFTS and Locus of Control" (Churaman); "Health Maintenance Organizations and Consumer Education" (Miller and Henderson); "Course Requirements, Job Responsibilities, Compensation for Financial Counselors: The Industry View" (Langrehr, Langrehr); "The Scope of Consumer Education as Reflected in Interdisciplinary Curriculum Guides for Secondary Education Programs" (Cunningham, Miller); "Knowledge of Men and Women about Consumer Credit Laws, Insurance, and Estate Planning" (Perch). (YLB)

ED 260 246 CE 042 236

Guy, W. B.
T & I--Electronics. Kit No. 605. Instructor's Manual and Student Learning Activity Guide.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 85
NOTE- 24p.
GRANT- SC-5058-76-I-211-0330
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Technique (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Electronics; Programed Instructional Materials; Secondary Education; Student Evaluation; *Student Projects; Teaching Guides; *Trade and Industrial Educatic
IDENTIFIERS- *Resistors (Electrical Equipment)

This instructor's manual and student learning activity guide comprise a kit for trade and industrial (T & I) education activities in electronics. Purpose stated for the activities is to teach the student to recognize various electronics components and to learn how these components work together by assembling a project. The instructor's manual contains information on activity duration, lists of goals and instructional objectives, vocational clusters, materials for activity implementation (description, safety, materials required, preparation prior to class, classroom techniques, followup activities), answer key, and duplication masters (occupational fact sheet). The student learning activity guide provides an introduction, a list of goals, directions, a list of required materials, and a programmed text. The programmed text presents each instructional objective, steps to follow to accomplish the objective, and check point instructions. Instructions and wiring sequences for five projects are provided. Occupational descriptions are appended. (YLB)

ED 260 275 CE 042 286

Doty, Charles R.; Owen, H. James
General Education for Technical Education.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Attitudes; *Associate Degrees; Communit
Colleges; Definitions; *Educational Needs; *Educational Objective
*General Education; Program Content; *Technical Education; Two Y
Colleges

The stated purpose of this report "is to give the reader a recent definition of general education, a college president's persepctive of general education and high technology, and sources the reader can examine for curriculum planning." The definition of general education is a paragraph quoted from Cohen and Brawer's book "The American Community College" (1982). The college president's perspective is provided by including a 9-page paper by H. James Owen entitled "High Technology and General Education". Mr. Owen is President of the Tri-Cities State Technical Institute, Blountville Tennessee. The bibliographic sources are provided via a 25-item selected bibliography entitled "General Education and Occupational Curricula". Mr. Owen's examination of the published views of administrators of two-year colleges across the country provides support for strengthening the general education component of associate degree programs in technical education. General educatio and high technology are found to be complementary to one another. The rapidity with which technology is advancing has led to the virtual overnight obsolescence of some jobs and creation of others Such a rapidly changing labor market has necessitated the development of high technology programs that will: (1) teach a specialized technology application with a high market value, and (2) provide program graduates with a commitment to lifelong learning and transferable skills necessary to hold a job, move int a new job, or change careers. (MN)

ED 260 315 CG 018 408

Allison, Scott T.; Messick, David M.
The Attribution of Attitudes to Groups.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Western
  Psychological Association (65th, San Jose, CA, April 18-21, 1985)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Attribution Theory; College Students;
  *Evaluative Thinking; *Group Membership; *Groups; Higher Educati

Observers are known to form inferences about an actor on the bas of the actor's behavior, regardless of the external forces contributing to that behavior. Two studies were conducted to determine whether this inferential error would also occur at the level of group activity. In the first study, 70 undergraduates rea about a decision made by a nation, either the United States, Holland, or the Soviet Union, and then indicated the extent to which they believed that the nation's citizens held attitudes consistent with that decision. The results indicated that subjects made correspondent inferences between the nation's decision and th citizens' attitudes, particularly when the nation was an outgroup nation. In the second study, 60 undergraduates read a vignette about a jury decision which contained information on the final jur vote, the decision rule, and the final decision of guilt or innocence. The results indicated that subjects focused on the decision of guilt or innocence, and not just on the final jury vote, when attributing attitudes to jurors. These data suggest tha people do commit the group attribution error, a tendency to assume a correspondence between a group decision and members' preferences even when such an assumption may be unwarranted. The results from the first study further suggest that people are more likely to commit this error with regard to an outgroup than to an ingroup decision. (NRB)

ED 260 357 CG 018 45

White, Arden; Lewis, Jean
Youth and Parent Perceptions of Female Roles One Decade Apart.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Attitude Change; *Females; Ju
High Schools; *Parent Attitudes; *Role Perception; *Sex Role;
*Student Attitudes

Several studies have compared male and female college students
their attitudes about women, while other studies have assessed t
attitudes of elementary and secondary school students and of
adults. No studies were found in which measurements had been tak
in one community over an extended period of time. To examine
possible attitude changes over time, attitudes of children and
their parents in one community were compared over a 10-year peri
In spring 1974, a random sample of junior high school girls and
boys and their parents completed a questionnaire modeled after t
Attitudes Toward Women Scale. The 1974 sample consisted of 30
girls, 30 boys, 29 mothers, and 24 fathers. In fall 1983, data w
collected with the same instrument at the same school. A two-way
analysis of variance was used to summarize data from eight group
(girls, boys, mothers, and fathers in 1974 and 1983). The result
indicated significant main effects for groups and for time. Girl
in 1983 showed no differences in their attitudes when compared w
girls in 1974. The groups of boys, mothers, and fathers in 1983,
however, all had significantly higher means than these groups
sampled in 1974. Since higher scores are indicative of a less
traditional attitude than lower scores, the finding that three
groups scored higher in 1983 suggests that some changes are
occurring in views of female roles. (NRB)

ED 260 374 CS 008 10

Hay, Teresa A.; Froese, V.

The Relationship among Two Levels of Cognitive Development and th Linguistic Fluency and Rhetorical Quality of Stories Generated, Retold, Dictated and Written by Grade 2 Children.

PUB DATE- 28 Nov 84

NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-Decem 1, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Ability; Cognitive Development; Cognitive Structures; Comparative Analysis; Grade 2; *Language Acquisitio Language Arts; *Language Research; Language Skills; Primary Education; *Recall (Psychology); *Sequential Learning; Serial Ordering; *Story Telling

IDENTIFIERS- *Story Structure

To address the notion that the cognitive level of young childre influences their ability to recall the logical sequence found in stories, four modes of language--story generation, retelling, dictation, and writing--were collected for three weeks from 35 second grade children. Through prior testing with the Goldschmid-Bentler Concept Assessment Kit-Conservation-Form A, children were classed as preoperational (nonconservers) or concre operational (conservers). The story generation task addressed the issue of the preoperational child's ability to comprehend sequential order in stories and the retelling task measured the preoperational child's ability to remember stories in sequential order. Each of the stories was analyzed according to seven measu of linguistic quantity or language output. Findings indicated conservers, with regard to linguistic quantity measures, used a greater total number of words and total number of dependent claus than did nonconservers in the four story-language modes combined With regard to rhetorical quality measures, conservers used the macrostructure categories of initiating event and reaction at a statistically significant level as compared to nonconservers. (HO

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ED 260 453 CS 209 27

Lewes, Ulle E.

Articulation with School Teachers on Writing: Do's and Don'ts an Suggested Programs.

PUB DATE- Mar 85

NOTE- 10p.; Paper presented at the Annual Meeting of the Conferen on College Composition and Communication (36th, Minneapolis, M March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; *Educational Cooperati Elementary Secondary Education; Evaluation Criteria; Grading; Higher Education; *Holistic Evaluation; *Inservice Teacher Education; *Program Development; Teacher Attitudes; Teacher Improvement; Teaching Methods; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Processes

IDENTIFIERS- *Writing Programs

Developing substantial links between colleges and elementary, middle, and secondary schools to create a sensible, longitudinal process for developing writing skills can be mutually beneficial Contacts with schools are easy to make. College composition teachers can contact high school teachers to bring their "colleg prep" classes for an open house at the college. Or, a compositio teacher might offer to give a presentation about writing at an inservice meeting. School teachers differ from college professor in several ways, but are nevertheless experts in the classroom, should be treated by college faculty as equals and colleagues. A college-sponsored seminar consisting of four half-day sessions c give teachers some theoretical background and a good deal of practical advice. In the first session, teachers are introduced writing as a multi-step process, and to creating effective writi assignments. In the second session, they explore the reliability grading criteria, while in the third session they discuss their writing activities during the previous weeks, and develop a holistic grading scale. The teachers discuss these grading scale in the fourth session, making sure the scales are incremental fr grade to grade. (Information on obtaining a complete workbook fo this course in included.) (HTH)

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ED 260 575 FL 01

Ashmun, Lawrence F.
Resettlement of Indochinese Refugees in the United States:
Selective and Annotated Bibliography. Monograph Series on
Asia, Occasional Paper No. 10, 1983.
Northern Illinois Univ., De Kalb. Center for Southeast Asia
PUB DATE- 83
NOTE- 218p.
AVAILABLE FROM- Cellar Bookshop, 18909 Wyoming, Detroit, MI
(\$14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); An
Bibliographies; Area Studies; Civil Rights; Cultural Tra
Culture Conflict; Databases; Geographic Distribution; Gove
Publications; *Immigrants; Individual Needs; *Indochinese
*Information Sources; Intervention; Public Policy; *Refuge
Research Reports; Scholarly Journals; Social Services

An annotated bibliography of 1037 items on a broad range
demographic, cultural, social, and policy issues related to
Indochinese refugee resettlement in the United States inclu
variety of printed materials from April 1975 to the end of
The bibliography includes journal and periodical articles,
scholarly papers, research reports, books, and government
publications; it excludes newspaper articles, commercial
dictionaries and textbooks, and articles for which no person
author was ascertainable. Items are also indexed according
source (Dissertation Abstracts International, ERIC, and Refu
Materials Center), subject, and geography. (MSE)

ED 260 303 CE 042 377

Ilsley, Paul
Adult Literacy Volunteers: Issues and Ideas. Information Series No
301.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 55p.
CONTRACT- 400-84-0004
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN301--$5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Litera
Community Programs; *Educational Policy; *Illiteracy; Individual Instruction; *Literacy Education; National Programs; Policy Formation; *Program Administration; Program Descriptions; Public Libraries; Social Action; *Volunteers
IDENTIFIERS- Community Based Education

This exploration of the growing field of literacy voluntarism encompasses the literature, history, trends, and issues of the volunteer role in literacy programs. The majority of the literature is characterized as descriptive and program specific; the research is found to lack definition and theoretical foundation. The literature also reflects differing opinions on ideologies, professionalization of volunteers, methodology, and effectiveness. An overview of current delivery systems focuses on two national organizations--Literacy Volunteers of America and Laubach Literacy Action, the limited use of volunteers in adult basic education programs, the National Adult Literacy Initiative sponsored by the U.S. Department of Education, the role of public libraries, and the Coalition for Literacy. The next section attempts to characterize literacy volunteer programs by (1) describing a dichotomy of individually oriented and community-oriented programs; (2) elaborating a four-part model--mass literacy through existing structures, literacy for immediate needs, movement-directed literacy, and literacy for political action; (3) listing six criteria for community-based literacy education; and (4) synthesizing these typologies into five variables--purpose, scope, organizational setting, professionalism, and finance. Specific programs illustrating each of these facets are then described. The next section addresses administrative concerns and policy considerations. These issues are discussed in terms of the five variables. A concluding section lists six common assumptions about literacy voluntarism and recommends further research to improve policy and practice. A reference list and bibliography are included. (SK)

ED 260 422 CS 209 1

Libel and Invasion of Privacy Manual.
Associated Press Managing Editors.
PUB DATE- 83
NOTE- 11p.; Report prepared by the Associated Press Managing Edi
Writing and Editing Committee and issued at the Annual Convent
of the Associated Press Managing Editors (Louisville, KY, Nove
1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Civil Liberties; Constitutional Law; Court Litiga
Editorials; Federal Legislation; Freedom of Speech; *Journali
*Legal Responsibility; Newspapers; Opinions; *Privacy
IDENTIFIERS- *Libel; Press Law; Press Responsibility; *Slander

Intended to provide practical suggestions for reporters and editors, this manual presents the basic law of libel and invasi of privacy in the United States. Following an introduction noti that these are general principles of law and do not fully repre the laws of each state, the guide discusses various aspects of libel law: (1) definitions of libel and slander; (2) identifica of person(s) in defamatory prose; (3) truth as the best defense against libel suits; (4) "privileges" awarded to libel defendan including reporting of official proceedings, court cases relate constitutional privilege, and other privileges; (5) the standar "care" imposed by law on the media in defamation suits; (6) opinion/criticism; (7) miscellaneous liabilities; (8) retractio or corrections; and (9) invasion of privacy. (HTH)

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ED 260 530 EC 180

Hinkle, Paul D.
California Special Education Programs: A Composite of Laws. E
Code-Part 30 and Other Related Laws. Revised to Cover Laws
during 1984.
**California State Dept. of Education, Sacramento. Div. of Spec
Education.**
PUB DATE- 85
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Due Process; Early Childhood Educ
Elementary Secondary Education; Financial Services; Handica
Identification; Program Evaluation; Referral; *Special Educ
*State Legislation; Student Evaluation; Vocational Educatio
IDENTIFIERS- *California

The guide presents a composite of part 30 of California's e
code which deals with special education. An introduction expl
the history of the law, noting the passage of five legislativ
bills during 1984 which amended, added, or repealed special
education sections. The revised part 30 is presented with the
following headings: general provisions, administration; eleme
the local plan; identification and referral, assessment,
instructional planning, implementation, and review; early edu
for individuals with exceptional needs; career and vocational
education programs and funding; awareness programs; interagen
agreements; procedural safeguards; evaluation, audits, and
information; funding; special education programs for individu
with exceptional needs residing in state hospitals; and joint
funding for the Education for All Handicapped Children Act of
Selected provisions of related legislation not included in pa
are also presented. (CL)

ED 260 [illegible]6 CE 04[illegible]

[illegible], Ed. Recom[illegible]
[illegible] Education in
[illegible]
[illegible] Education Resources Center
[illegible] Washington, DC.
PUB DATE [illegible]
NOTE [illegible]p.
AVAILABLE FROM Career Development Training Program, 205 Furcolo Hall, University of Massachusetts, Amherst, MA 01003 ($5.00 plus postage; [illegible] 10% discount, over [illegible] discount).
PUB TYPE [illegible]
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
[illegible] des Methods [illegible] - Classroom [illegible] Teaching Guides (For Teachers) [illegible]
DESCRIPTORS *Adult Education; *Adult Learning; Agency Cooperation; Andragogy; Classroom Techniques; Conflict Resolution; Educational Resources; Guidelines; Learning Activities; Lesson Plans; *Lifelong Learning; Nonformal Education; *Organizations (Groups); Postsecondary Education; Program Improvement; Staff Development; Teaching Methods; Training; Workshops

This manual is designed to provide trainers with detailed information on [illegible] workshops concerning lifelong learning [illegible] for trainers working as [illegible] development and organizational development consultants [illegible] organizations such as human service agencies, business and [illegible], self-help groups, libraries and museums, religious institutions, and continuing education institutions. The manual first provides a brief discussion of the lifelong learning concept. The second section contains a description of the Lifelong Learning Scale Instrument, which is followed by an explanation of the basic design of the workshop modules contained in this guide. Each module is [illegible] objectives that [illegible] conceptual and [illegible] contents. The workshop modules include activities for [illegible] target populations; for [illegible] agency target groups; for interagency conflict management; and for research and planning uses. A final section provides trainers with an in-depth explanation of the descriptors used at the two ends of the formal-nonformal continuum of the 11 variables of the Lifelong Learning Scale. A bibliography of relevant sources, and [illegible] the modules, are appended. [illegible]

ED 260 191 CE 041 975

Selke, Barbara E.
Competency in Teaching. Student's Manual and Instructor's Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 185p.; For related documents, see CE 041 971 and 973.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. PS 216 S).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Behavioral Objectives; *Classroom Techniques; Communication Skills; Competency Based Education; *Cosmetology; *Curriculum Development; Definitions; Employment Opportunities; Extension Education; Individualized Instruction; Laboratory Procedures; Learning Laboratories; Learning Processes; Lesson Plans; Postsecondary Education; Records (Forms); Secondary Education; Student Evaluation; *Teacher Education; *Teaching Methods; *Vocational Education
IDENTIFIERS- Vocational Industrial Clubs of America

The student's manual of this set consists of materials for use by individuals enrolled in an extension course to prepare individuals for employment as cosmetology instructors. Addressed in the individual units of the course are the following topics: development of a syllabus, principles of learning, strategies for teaching, communication skills in teaching, teaching aids, lesson plans, oral presentation and demonstration, evaluation, basic lab and clinical operations, Vocational Industrial Clubs of America (VICA), and careers in cosmetology. Each unit contains objectives, instructional text, and one or more learning activities. The instructor's guide contains answers to the learning activities, unit tests, answers to unit tests, and a list of competencies that students should master. (MN)

ED 260 206 CE 042 018

Strumpf, Lori
Youth Programs and the Job Training Partnership Act. Developing Competency Standards: A Guide for Private Industry Council Members.
National Association of Private Industry Councils, Washington, DC.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Sep 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competence; Competency Based Education; Educational Needs; *Employment Programs; *Evaluation Criteria; *Evaluation Methods; Guidelines; *Job Training; *Material Development; Measurement Techniques; Needs Assessment; Postsecondary Education; Program Evaluation; Regional Planning; Resources; Standards; Student Evaluation; Vocational Evaluation; Youth Employment; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils

This guide is intended to assist Private Industry Council (PIC) members in developing competency standards for youth programs receiving Job Training Partnership Act (JTPA) funds. Discussed first are the benefits of competency standards to PICs and service delivery areas (SDAs). The various components of program standards (types of skills, skill levels, assessment and measurement criteria, documentation, and certification) are described. Examined in the concluding section are eight steps involved in the process of identifying competencies. An appendix to the manual includes an annotated list of eight resources dealing with developing standards for JTPA programs for youth. (MN)

ED 260 220 CE 042 055

Swanson, Richard A.; Geroy, Gary D.
Validation of the Training Benefit Forecasting Method: Recreational Vehicle Service Training. Training and Development Research Center; Project Number Six.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Feb 85
NOTE- 9p.; For related documents, see CE 042 050-057.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Auto Mechanics; Career Education; *Cost Effectiveness; Job Skills; *Job Training; Labor Force Development; *Models; *Prediction; Skill Development; *Validity
IDENTIFIERS- Recreational Vehicles; *Training Benefit Forecasting Method

The validity of the Training Benefit Forecasting Method (TBFM) in a recreational vehicle service training setting was studied. Cost-benefit issues were associated with the Onan Service School change from a field-based Recreational Vehicle Generator Set training program to a customer-delivered self-instructional training program. Actual costs and outlays of both Onan field-based training and customer-delivered training were determined by research study personnel. An individual who was unfamiliar with any of the particulars of actual costs and activities associated with the training projects made cost benefit forecasts for the two options. The significance of the investigation was that while the net performance value desired by a training effort was zero (no change in quantity or quality), the TBFM was able to forecast and compare the costs. The customer-delivered option did cost less for the same outcome and was found to be the most cost-beneficial method. (Appendixes include a data chart and summary of actual data.) (YLB)

ED 260 261 CE 042 268

Kok, Marilyn R., Ed.
Agricultural Education Materials. A Resource Guide. Vocational Special Needs Lending Library.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupationa Education and Technology.
PUB DATE- 84
NOTE- 15p.; For related documents, see CE 042 266-276.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agricultural Education; Career Education; *Classroom Techniques; Curriculum Development; Delivery Systems; Disabilitie Instructional Development; Instructional Materials; Job Training; *Library Collections; Library Guides; Library Materials; *Mainstreaming; Postsecondary Education; Resource Materials; Secondary Education; *Special Education; Student Evaluation; Teaching Methods; *Vocational Education
IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with agriculture and agricultural education. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 290 CE 042 309

Planning Facilities for Vocational Agriculture Departments.
Missouri State Dept. of Elementary and Secondary Education, Jeffers
City. Div. of Vocational Education.; Missouri Univ., Columbia.
Dept. of Agricultural Education.
PUB DATE- Jun 84
NOTE- 29p.; Architect's drawings contain small print.
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial
Education Bldg., University of Columbia, Columbia, MO 65211
(AG-2-I: $2.13).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Agricultural Education; Building Design; *Building
Plans; Buildings; *Educational Facilities; *Educational Facilitie
Planning; Educational Planning; *Facility Guidelines; Facility
Requirements; Laboratories; Library Facilities; Offices
(Facilities); Secondary Education; Space Utilization; Statewide
Planning; *Vocational Education

This publication is designed to assist school administrators, architects, boards of education, and others in Missouri in planning and providing facilities for departments of vocational agriculture. The first part of the guide provides information on characteristics of vocational agriculture related to facility needs; general considerations; considerations for the classroom, laboratory, library, office, conference room; and the agricultural shop. The next section of the booklet is a planning guide. It is followed by architectural building plans, which make up approximately one-half of the guide. (KC)

ED 260 344 CG 018 437

Guisinger, Shan; Schuldberg, David
Divorced Fathers Describe Their Current and Former Spouses: An Investigation of "Splitting".
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 198
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; *Divorce; *Father Attitudes; *Fathers; Males; *Negative Attitudes; Psychological Patterns; *Remarriage; *Spouses
IDENTIFIERS- Defense Mechanisms; *Splitting (Psychology)

Splitting, a primitive defense mechanism of young children in confusing or ambivalent situations, in psychoanalytic theory is characteristic of those with borderline or narcissistic diagnoses. It may recur in adults negotiating co-parenting relationships following divorce and remarriage. Two types of splitting may occur self-other in which the other is seen as different from the self; and object-object in which the other is seen as different from a different other (in this case the present and former spouse). To investigate a consistent pattern of devaluation of women by their former husbands, 63 divorced fathers, 39 in their first year and 2 in their third to fifth year of remarriage, were studied. Participants completed the Adjective Checklist four times, describing themselves, their spouse, their children's mother (former spouse) and their ideal self. Analysis of the husband's descriptions showed that in their negative evaluations of their ex-wives husbands tended to contrast the present and former spouse and not themselves and the former spouse. Several trait domains were starkly polarized in this splitting process especially interpersonal power, interpersonal expressiveness, and impulse control. Although there may be reality-based explanations for husbands' devaluations of their ex-spouse, splitting is a useful construct for understanding the intrapsychic mechanisms influencir these reactions. The data suggest the widespread use of splitting in a non-clinical population. (MCF)

ED 260 358 CG 018 45

Ward, Shawn L.; And Others
Sex Differences in Direction Giving: A Study of Preference and Competence.
PUB DATE- 22 Mar 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; Competence; Hig Education; *Map Skills; *Orientation; *Sex Differences; Spatia Ability; Verbal Communication
IDENTIFIERS- *Cardinality; *Directions

Although it has been suggested that women are less likely than to use cardinality in dealing with environmental space, there ha been no direct empirical assessment of this claim. If women are less likely than men to use cardinality, it is not clear whether women lack the competence to use a coordinate system of referenc or simply prefer another style of direction giving. To examine these issues, male (N=88) and female (N=88) college students' us of cardinal directions was compared when they gave directions spontaneously, and also after they were given instructions to us cardinality. Their use of cardinal directions was also compared when a map was perceptually present and when it had to be memorized. Subjects were assigned to one of three conditions (perception, memory, memory prompted), were shown two maps, and were asked to give directions from one location on the maps to another to an unseen third party. Transcripts of subjects' direction-giving were scored for cardinality, relational terms, mention of landmarks, mention of mileage, and omission and commission errors. The results indicated that when the use of cardinality was not requested, males in both the memory and perception (before prompting) conditions used more cardinal directions and mileage indicators than females and committed few omission and commission errors. More cardinal directions were gi by both sexes after prompting to use cardinality. These data provide empricial support for the view that males are more likel than females to use cardinality in their direction-giving. (NRB)

ED 260 390 CS 008 149

Herrmann, Beth Ann; And Others
A Descriptive Study of the Effects and Characteristics of Direct Teacher Explanation in a Clinical Setting. Research Series No.
Michigan State Univ., East Lansing. Inst. for Research on Teachin
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-159
PUB DATE- Jun 85
NOTE- 23p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Individualized Instruction; *Learning Disabilities; Perception; Reading Difficulties; *Read Instruction; Reading Processes; *Reading Research; Reading Skil *Teacher Role; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Teacher Explanation

A study was conducted to explore whether explicit teacher explanation techniques could be effective with severely disabled readers in clinical settings. The subjects were three teachers enrolled in a five-week supervised clinical practicum that emphasized continuous diagnosis of disabled readers and the planning and implementation of 54 hours of corrective and remedia instruction on the basis of identified student needs. Using procedures and tools from an earlier study, lessons were rated fo explicitness, and students were interviewed to determine their awareness of the reading skills they had been taught. The results substantiated previous findings indicating that (1) there is a relationship between the explicitness of the teacher's instructio during reading lessons and what students learn, and (2) this relationship exists regardless of whether the instruction is provided in a regular classroom using a basal reader or in a reading clinic using a variety of printed materials. However, qualitative analysis revealed unanticipated subtleties about how conduct instructional interactions that may be important to improving verbal explanations in all settings. (Author/HOD)

ED 260 405 CS 209 14

Matthews, Mary L.; Reuss, Carol
The Minimal Image of Women in "Time" and "Newsweek," 1940-1980.
PUB DATE- 5 Aug 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Associat
for Education in Journalism and Mass Communication (68th, Memph
TN, August 3-6, 1985). Tables may be marginally legible because
small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Content Analysis; *Females;
*News Reporting; *Periodicals; *Photographs; Photojournalism; S
Bias; Sex Fairness; *Sex Stereotypes; Social Change
IDENTIFIERS- Newsweek Magazine; Time Magazine

The news photo content in randomly selected issues of "Time" an "Newsweek" for the years 1940, 1960, and 1980 was analyzed to document the degree of media change, if any, that occurred. A comparison was made of the number of male and female newsmakers, the roles these newsmakers portrayed, and the magazine department in which they appeared. Results showed that women were infrequent pictured in the two newsmagazines in all roles except those of artist/entertainer and spouse and in all departments except Entertainment and People. The few females depicted as professiona often held stereotypical occupations. No significant change was found in the portrayal of females in the two newsmagazines over t 40 year period in spite of significant changes in society. (Author/HOD)

ED 260 438 CS 209 22

Duke, Charles R.
An Introduction to "Re-search" Writing.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Northwe
Regional Conference of the National Council of Teachers of Eng
(Seattle, WA, April 25-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classr
Use - Teaching Guides (For Teacher) (052) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Research Methodology; *Resea
Papers (Students); Secondary Education; Student Research; *Tea
Methods; United States History; *Writing Exercises; *Writing
Instruction

To change the perceptions that research writing is somehow different from other writing, teachers need to place more emphas on the "search" in student research papers. An intermediate assignment can help bridge the gap between the totally personal search and the more formal and traditional research paper approa The assignment asks students to look at events, people, places, things that existed at the time the students were born and at similar events, people, places, and things that exist now. Their assignment is to identify clues in the materials they examine th suggest possible contrasts or comparisons between the two time periods and to build a case for the significance of these contra and comparisons. Students skim an issue of one magazine from eac of the two periods, then read them more thoroughly, completing a worksheet on the contents. Advertisements provide a good startin point for comparison and contrast. Once students find connection they pull them out and look at them in isolation, trying to determine their significance and organizing them so that they le to some kind of conclusion. Having arrived at the conclusion and having discovered how the gathered material supports the conclusion, the student organizes and completes successive draft of an essay. (The assignment, a sample worksheet, and examples o comparisons are included.) (HTH)

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ED 260 470 CS 505 0

Gordon, Ronald D.
Empathy: The State of the Art and Science.
PUB DATE- 10 Aug 85
NOTE- 16p.; Paper presented at the International Conference of
World Communication Association (Baguio, Philippines, August
1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Empathy;
*Interpersonal Communication; *Listening; Listening Habits;
*Listening Skills; Speech Communication

Despite the almost complete lack of research addressing a theoretical understanding of empathy or ways to increase human empathy, empathy is a central component of effective human communication. Seen as a key social science phenomenon, it is viewed, along with power, as an inextricable component of human dynamics, and, in its relationship with altruism, possibly plays causal role. A problem with research on empathy has been a lack conceptual clarity. Three ways to improve empathetic listening to avoid judgment, give the speaker time to speak without interruption, and focus on the speaker. Many of the helping professions have attempted training programs aimed at increasin the empathetic communication skills of practitioners in these fields. However, being told to listen empathetically is not the same as being taught to listen with empathy; and in critique of empathy skills programs that are conducted within the helping professions, a significantly raised test score does not mean tha empathy has been attained. Although empathetic communication is complex subject matter, skills associated with empathy and acti listening have been perceived as being more important than skil associated with critical or deliberative listening. (EL)

ED 260 486 CS 505 (

Sypher, Beverly Davenport; Zorn, Theodore E., Jr.
Communication Related Abilities and Upward Mobility: A Longitu
Investigation.
PUB DATE- May 85
NOTE- 29p.; Paper presented at the Annual Meeting of the
International Communication Association (35th, Honolulu, HI,
23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Communication Research;
*Communication Skills; *Interpersonal Competence; *Job Perfo
Job Skills; Measures (Individuals); *Occupational Mobility;
Communication; *Success

To provide a clearer understanding of the relationship betwe
various communication and communication related abilities and
individuals' work performance, a four-year investigation was
conducted to examine the relationships among four measures of
social cognitive and communication abilities, and the relations
of these measures to job level and upward mobility in a large
Coast insurance company. The four social cognitive measures
included cognitive differentiation, self-monitoring, perspecti
taking, and persuasive ability. The data revealed significant
relationships among all combinations of the communication-rela
abilities. Each was significantly related to job level, and th
of the four were significantly related to upward mobility. Ste
multiple regression analyses revealed that, of the four
communication-related abilities, cognitive differentiation
accounted for the most variance in predicting job level and up
mobility. The findings suggest that communication abilities ar
important to the success of individuals in organizations. Six
of references are appended. (Author/HOD)

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ED 260 501 EA 017

Fair, Martha H.; And Others
Title IX--The Regulation and the Grievance Process. Trainer Ma
Colorado State Dept. of Education, Denver.
PUB DATE- 79
NOTE- 134p.; Adapted/adopted from materials prepared for the
of Chief State School Officers, Title IX Equity Workshop Pro
Shirley McCune and Martha Matthews. For the participant work
see EA 017 946.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Educational Discrimination; Equal Protection; *Fe
Legislation; *Grievance Procedures; Nondiscriminatory Educat
Orientation Materials; Sex Bias; Sex Discrimination; *Sex Fa
Training Methods; *Workshops
IDENTIFIERS- *Title IX Education Amendments 1972

The Title IX/Sex Equity training model is designed to assist
education personnel and interested citizens in the implementat
of Title IX of the Education Amendments of 1972 and the attain
of sex equity in education. This manual provides session outli
activities, and materials for facilitators and participants in
1/2 to 4 hour Title IX/sex equity workshop. Objectives of the
session are (1) to review the requirements of the regulation t
implement Title IX of the Education Amendments of 1972 and to
participants an opportunity to assess their own understanding
Title IX requirements; (2) to inform participants about the
significance and the structural components of Title IX grievan
procedures; and (3) to increase participants' understanding an
skills in identifying Title IX violations and in formulating
appropriate remedial actions. Accordingly, the manual provides
instructions for a group session comprising three activities:
"Title IX--The Requirements of the Implementing Regulation"; (
"The Title IX Grievance Process: Developing an Internal Grieva
Procedure"; and (3) "Implementing the Grievance Process: What
Constitutes Discrimination?" Each activity consists of a lectu
individual activities, small group activities, and a large gro
discussion. 15 participant worksheets are included, along with
appendixes providing various resources for the workshop. (TE)

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ED 260 515 EA 017

Myers, John W.
Involving Parents in Middle Level Education.
National Middle School Association, Columbus, OH.
PUB DATE- 85
NOTE- 55p.
AVAILABLE FROM- Publication Sales, National Middle School Association, P.O. Box 14822, Columbus, OH 43214.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Elementary Secondary Education; *Fa Involvement; Family Programs; Intermediate Grades; Middle Se *Parent Participation; *Parent School Relationship; Program Descriptions; Program Design; *Program Development; *Volunte
IDENTIFIERS- In School Suspension

This monograph offers suggestions to teachers and administr for involving parents in middle school programs. It outlines reasons for encouraging such involvement, identifies some of roles parents may play, and delineates the steps to be taken establishing a program that taps the time and talents of pare and other adults. Detailed descriptions are included of six o programs from around the country that strengthen the school-h bond: "New Ways to Involve Parents" from Hopkins West Junior School in Minnetonka, Minnesota; "Project Adolescent" at Amhe Middle School in Amherst, New Hampshire; "Adolescent Behavior Educational Seminar" from Humboldt Junior High School in Dewe Arizona; "Successful Home/School Interaction" from Hines Midd School in Newport News, Virginia; "ISS (in-school suspension) Program" at Burley Middle School in Charlottesville, Virginia "Parents for Excellence in Education" programs at Weisenborn High School in Huber Heights, Ohio. References for additional information are included, along with an appendix that provide tips for parents working with their middle school students at and a flyer designed to assist schools in attracting parents various volunteer roles. (TE)

ED 260 546 EC 180

Owings, Jeffrey; Stocking, Carol
Characteristics of High School Students Who Identify Themsel
Handicapped. High School and Beyond: A National Longitudin
for the 1980's.
National Center for Education Statistics (ED), Washington, D
REPORT NO.- NCES-84-214
PUB DATE- Jun 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; *Disabilities; Followup Stu
High Schools; Incidence; Locus of Control; Self Esteem; *Se
Evaluation (Individuals); *Student Characteristics; Young
IDENTIFIERS- High School and Beyond (NCES)

The report presents data from the base year (1980) and firs
followup (1982) of a longitudinal study of U.S. high school
and sophomores. Students were asked in self-administered
questionnaires whether they had any of seven specific handic
whether they had a condition that limited the kinds or amoun
work or education they could obtain; and whether they had
participated in special programs for the physically or
educationally handicapped. Using the reports of students in
and 1982, the percentage of continuously handicapped student
estimated at 4% for the senior cohort and 6% for the sophomo
examine explanations for inconsistency between student respo
the two times, student self-identification as handicapped wa
examined in relationship to cognitive tests, maintenance in
in 1982, and self-reported grades. Analysis revealed support
the hypothesis that self-reported handicap status is associa
with real differences among students. Differences were also
in locus of control, self-esteem, and affective balance. Tho
students identified by teachers as handicapped in 1980 were
to have poor test scores and were more likely to have droppe
by 1982. (CL)

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ED 260 576 FL 01

Derbyshire, Desmond C., Ed.
Work Papers of the Summer Institute of Linguistics, Univers
North Dakota Session, Volume 28.
Summer Inst. of Linguistics, Huntington Beach, Calif.
PUB DATE- Jul 84
NOTE- 216p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Wor
General (020)
DESCRIPTORS- Case Studies; Contrastive Linguistics; Disco
Analysis; *Grammar; *Language Research; *Linguistic Theor
Languages; *Nouns; *Phrase Structure; Quechua; Structural
(Linguistics); *Uncommonly Taught Languages
IDENTIFIERS- Huastec; Kera; Piraha; University of North Dako
Yagua; Zaparoa

Six papers resulting from the fieldwork projects of member
Summer Institute of Linguistics program at the University of
Dakota include: "A Relational Grammar Approach to Kera Synta
(Janet K. Camburn), a syntactic study of an Afroasiatic lang
"Clitic Doubling and M-Chains in Piraha" (Dan Everett), exam
the applicability of Government and Binding Theory and addit
principles to Piraha's clitic doubling without a special Cas
assigner; "A Beginning Sketch of the Huastec Noun Phrase" (A
Pablo E., Daniel Everett, James Walker), a preliminary analy
noun phrases of a Mayan language; "Evidence for a Yagua-Zap
Connection" (Doris L. Payne), which examines the shared fea
suggesting a genetic relationship between Peba-Yaguan and Za
languages; "Locational Relations in Yagua Narrative" (Thomas
Payne), an investigation of the role of location and directi
the organization of morphosyntax and discourse of a lowland
Peruvian language; and "New Approaches to Coping with Stress
Case Study in Conchucos Quechua" (Anne M. Stewart), demonstr
the effectiveness of the metrical approach to a stress syste
previously studied. (MSE)

ED 260 234 CE 042 092

Job Keeping Skills.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- May 85

NOTE- 465p.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Communication (Thought Transfer); Competency Based Education; Curriculum Guides; Educational Resources; *Employment Potential; Entry Workers; High Schools; *Job Skills; *Learning Activities; Learning Modules; Motivation; Occupational Safety and Health; On the Job Training; Promotion (Occupational); Self Actualization; Student Attitudes; *Teaching Methods; Units of Study; Vocational Education; Wages; *Work Attitudes

This curriculum is designed to help teachers teach a course in job keeping skills to high school students in order to instill in them appropriate attitudes for the world of work. The guide introduces the human aspects of working in an organization. "Job Keeping Skills" is divided into 10 instructional units. Each unit contains four or more lessons that can each be completed in approximately 50 minutes of class time. Each lesson consists of these components: unit title, lesson title, educational concept, objectives, resources needed, learning activities, evaluation, other suggested resources, and follow-up activities. Topics of the units are the following: understanding free enterprise, motivation, work attitudes and habits, appearance, learning the job, safety, communication, take-home pay, terminating the job, and job advancement. A seven-page bibliography of printed and audiovisual resources is included. (KC)

ED 260 247 CE 042 238

Bomar, William

T & I--Electric Motors. Kit No. 621. Instructor's Manual and Student Learning Activity Guide.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 85

NOTE- 40p.; Revised by W. B. Guy.

GRANT- SC-5058-76-I-211-0330

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Technique (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; *Electricity; *Electric Motors; Equipment Maintenance; Programed Instructional Materials; Secondar Education; Student Evaluation; *Trade and Industrial Education

This instructor's manual and student learning activity guide comprise a kit for trade and industrial education (T & I) activities on electric motors. Purpose stated for the activities is to teach the student the four basic types of electric motors, the advantages and disadvantages of each, the types of jobs each can perform, and how to disassemble and reassemble an electric motor. The instructor's manual contains information on activity duration, lists of goals and instructional objectives, vocational clusters, materials for activity implementation (description, safety, materials required, preparation prior to class, classroom techniques, followup activities), answer key, and duplication masters (occupational fact sheet, worksheets). The student learning activity guide provides an introduction, a list of goals, directions, a list of required materials, and a programmed text. The programmed text presents each instructional objective, illustrated steps to follow to accomplish the objective, and check point instructions. Occupational descriptions are appended. (YLB)

ED 260 276 CE 042 287

Doty, Charles R.
Automated Technologies Noncommercial/Nonprofit Curriculum Guides ar
Resources Available for Community Colleges and Technical
Institutes.
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Automation; Community
Colleges; Computers; *Computer Science; *Curriculum Guides; Desi
Drafting; *Electromechanical Technology; Electronics; Engineerin
*Engineering Technology; Hydraulics; Instrumentation; Lasers;
Mathematics Skills; Microcomputers; Nonprofit Organizations;
Robotics; *Technical Education; Technical Mathematics; Two Year
Colleges

This annotated bibliography is intended to provide community college and technical institute personnel with a listing of available curriculum guides dealing with automated technologies. Described in the handbook are a total of 31 curriculum guides that were selected because they met the following criteria: availabilit in the ERIC system or curriculum center, design for use by community colleges or technical institutes, availability from a noncommercial or nonprofit curriculum center, and generalizability and national scope. Guides addressing the following subject areas are included in the handbook: computers and microcomputers, drafting and design technology, electronics, generic science and engineering skills, hydraulics, instrumentation, laser technology, mathematics, and robotics. Each annotation contains author, title, and publisher information; an ERIC document number, when available and a product abstract. (MN)

ED 260 316 CG 018 409

Ellickson, Phyllis L.
Designing an Effective Prevention Program: Principles Underlying th
Rand Smoking and Drug Prevention Experiment.
Rand Corp., Santa Monica, Calif.
REPORT NO.- Rand/P-7068-CHF
PUB DATE- Nov 84
NOTE- 19p.; A revised and expanded version of a presentation given
the Stanford Conference on Unhealthful Risk-Taking Behaviors amor
Adolescents (Palo Alto, CA, November 1984).
AVAILABLE FROM- Rand Corporation, 1700 Main Street, P.O. Box 2138,
Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Adolescents; *Behavior Change; *Drug Use; Grade 7;
Junior High Schools; *Motivation Techniques; Peer Influence;
*Prevention; Program Development; *Smoking; Social Influences;
Socialization
IDENTIFIERS- *Project ALERT; Resistance to Temptation

This paper describes the Project ALERT program (Adolescent Learni Experiences in Resistance Training) which was established by the Rand Corporation to prevent smoking and drug use among seventh graders. The program is based on the social influence model of drug use initiation. Curriculum features are described including motivation to resist and resistance skills; integration of element from the Health Belief Model, social learning theory, and the self-efficacy approach to behavior change; and helping young peopl counter internal as well as external pressures to use drugs. Four strategies designed to enhance the student's motivation to avoid drug use are discussed: (1) increasing the student's sense of the seriousness of drug use; (2) increasing the student's perceived susceptibility to the consequences of using drugs; (3) decreasing the perceived barriers to resistance; and (4) increasing the perceived benefits of resistance. Activities to build resistance skills are presented which incorporate principles of social learning and behavior change such as specifying proximal goals, learning through active involvement, using role models, and enhancing motivation and perceived success through reinforcement and validation. The paper concludes with a summary of the content of the Project ALERT curriculum, and a list of references. (KGB)

ED 260 330 CG 018 423

McBride, Leslie
The Slender Imbalance: An Overview of Body Image Related Problems
Solutions.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Conference of the Nation
Association for Women Deans, Administrators, and Counselors (69t
Milwaukee, WI, April 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Body Image; *Body Weight; Cultural Influences;
*Females; *Mass Media Effects; *Negative Attitudes; Nutrition; S
Esteem; Social Influences; Stress Management; *Young Adults

The current emphasis on thinness has had a negative impact on ma
women and girls who suffer from a negative body image, poor self-concept, and depression, three conditions that often manifest themselves behaviorally through chronic dieting, compulsive exercise, and eating disorders. Socio-cultural factors that have contributed to this emphasis on thinness include messages from the media, a middle- and upper-class preoccupation with health and fitness, and the image promoted by the women's movement. In addition, while the idealized female figure's weight is decreasing the average woman's weight is increasing. A review of body image research supports the idea that some factor, or cluster of factors is at work creating feelings of dissatisfaction among women about their bodies and body weight. Research has identified several risk factors as playing some role in the development of negative body image among weight conscious women. Stunkard and Mendelson's (1961 attempt to determine factors related to the development of disturbed body image among obese clients identified three factors: age at onset of obesity (adolescence), neurosis, and parental criticism of obesity. In order to help young women explore and resolve their negative feelings about their bodies and weights, college counselors and educators can offer support services that focus on issues related to body image and self-esteem, stress management and competition, and nutrition and weight management. (NRB)

ED 260 375 CS 008 11

Rosen, Carl; Frank, Alan

Motivational Processes in Reading: Unlocking the Ghost in the Machine.

PUB DATE- 5 May 85

NOTE- 24p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12 Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Goal Orientation; Incentives; *Motivation Techniques; Reading Improvement; *Readi Instruction; Reading Skills; *Student Behavior; *Student Motivation; *Teacher Behavior

Containing five sections, this paper deals with motivational processes in reading. The paper first discusses motivation and unmotivated behavior. It then examines contributions from psychology, which include views concerning the nature of variable and processes involved in motivation and behavior; a hypothetical motivational sequence; and "unlocking the ghost in the machine," bringing out internal motivating influences, such as insight, intellectual awareness, task knowledge, and self-evaluative abilities. The paper concludes that since successful learning com from proactive behavior, teachers could help students by acquirin new concepts and skills that positively affect student motivatior (EL)

ED 260 423 CS 209 1

10 Good J-Schools. 1983 Report.
Associated Press Managing Editors.
PUB DATE- 83
NOTE- 30p.; Report prepared by the Associated Press Managing Ed
Journalism Education Committee and issued at the Annual Conve
of the Associated Press Managing Editors (Louisville, KY, Nov
1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom
(055) Collected Works - General (020)
DESCRIPTORS- *College Faculty; College Students; *Educational
Quality; Higher Education; Job Training; *Journalism Educatio
Media Research; *Program Content; *Program Descriptions; Surv
*Teacher Effectiveness
IDENTIFIERS- *Journalism Schools

The result of a survey of editors, students, teachers, and ot
knowledgeable in the field, this report provides profiles of 10
quality journalism schools and 10 outstanding instructors.
Following an introduction and a description of the nature of th
survey, the first portion of the guide presents descriptions of
journalism programs by their respective deans for the following
schools: (1) University of Missouri, (2) Northwestern Universit
(3) University of Kansas, (4) Indiana University, (5) Columbia
University, (6) University of North Carolina, (7) University of
Florida, (8) University of Texas at Austin, (9) Ohio University
and (10) Syracuse University. The second portion of the guide
presents profiles of 10 influential instructors, four of whom a
on the faculty of the above-mentioned schools. The final portic
the guide presents five short essays on various aspects of
journalism education, including a prescription for making
journalism schools tougher, the need for reporters to understan
statistics and quantitative research, and recruiting journalism
students in a tight job market. (HTH)

ED 260 454 CS 209 28

Harrington, David V.
Encouraging Scholarly Investigation, Striving for Expertness, Collegial Exchanges.
PUB DATE- 20 Apr 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Minnesot Council of Teachers of English (26th, Brainerd, MN, April 19-2 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1 Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; English Instruction; *Faculty Development; Higher Education; *Professional Development; *Scholarship; Social Support Groups; *Teacher Attitudes; Writi (Composition); *Writing Instruction; *Writing Research
IDENTIFIERS- *English Teachers

A major concern when encouraging faculty development in teachi composition should be an appeal to faculty pride. Most college English faculty have been conditioned to see the teaching of composition as work for apprentices. The teaching of good writin is not merely strenuous and time-consuming; it demands the best one's imaginative, mental, and scholarly powers. Perhaps faculty will respond most favorably to scholarly investigation of writin with appeals to their already existing strengths. English teache can develop in their colleagues a professional commitment to the teaching of writing by encouraging (1) personal contact, conversations, and exchange of bibliographical notes; (2) exchan lectures in each other's classes when schedules permit; (3) presentations at departmental seminars, inservice meetings, and luncheons; (4) application for program spots at professional meetings; and (5) preparation of articles for the professional journals. None of these includes references to such incentives a raised salaries, extra funds, or recognition for the literary faculty who also write about composition or other incentives. Bu for important changes and continued growth, there must be an app to more conventional scholarly motives. (HTH)

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ED 260 561 EC 180

Evans, Robert J.
How School Systems Should Purchase Microcomputers: The Softw
Evaluation Method.
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; Ele
Secondary Education; Media Selection; *Microcomputers; *Pr
Development
IDENTIFIERS- *Computer Uses in Education; *Software Evaluati

The paper addresses three major concerns associated with incorporating microcomputers into educational settings: comp use, software selection, and hardware selection. Advantages computer in instructional settings are noted as well as its limitations. Staff is advised to select which of four applic is appropriate to their setting (the microcomputer as an obj be studied, as tool to help in one's work, as a teacher or t and as a management tool). Software evaluation is considered terms of external and internal evaluations. Practical aspect hardware evaluation are offered, including costs and compata Five steps are outlined in the summary: (1) curricula needs identified; (2) a "goodness of fit" between identified needs computer uses must be determined; (3) software which meets curricula needs must be identified; (4) identified software throughly evaluated; and (5) the application of basic consum considerations should be used to purchase microcomputers and peripherals which will adequately run the selected software. sample software evaluation form and a five-page reference li appended. (CL)

ED 260 262 CE 042 269

Kok, Marilyn R., Ed.
Industrial Education Materials. A Resource Guide. Vocational Specia
Needs Lending Library.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupationa
Education and Technology.
PUB DATE- 83
NOTE- 19p.; For related documents, see CE 042 266-276.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Education; Classroom Techniques; Curriculum Development; Delivery Systems; *Disabilities; Instructional Materials; Job Training; *Library Collections; Library Guides; Library Materials; *Mainstreaming; Postsecondary Education; Resource Materials; Secondary Education; *Special Education; Student Evaluation; *Teaching Methods; *Trade and Industrial Education; Vocational Adjustment; Vocational Education; Vocationa
Evaluation
IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials for and about industrial education. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, research reports, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 291 CE 042 310

Nutrition and Food Management (Intermediate). Part I.

Missouri Univ., Columbia. Instructional Materials Lab.

PUB DATE- Jul 82
NOTE- 397p.; For part II, see CE 042 311. Document contains colored paper.
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (HE-49-I: $21.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Eating Habits; Educational Resources; *Food; *Foods Instruction; Food Stores; Health; Health Education; *Home Economics; Instructional Materials; Learning Activities; Learning Modules; Money Management; Nutrition; *Nutrition Instruction; Obesity; Physical Health; Program Administration; Secondary Education; Time Management; Transparencies; Units of Study

This nutrition and food management curriculum guide includes resources within two sections. The first section (Unit I) emphasizes food management and stresses resource management, time management, and coordination of departmental resources. A variety of forms are provided to facilitate recordkeeping, budgeting, and departmental organization. The examples provided are designed to increase both instructor and student efficiency. The second section of the guide (Units II-V) emphasizes nutrition and food as resources contributing to family health and well-being. These units cover the following topics: the significance of food, nutritional needs and the life cycle, nutrition for special needs, and maximizing the food dollar. Units contain transparency masters, assignment sheets, handouts for students, job sheets, tests, objectives, information sheets, learning activities, and references. Units are illustrated with line drawings. (KC)

ED 260 391

CS 208 811

Davis, Diana F.

International Perspectives on New Models for English Teaching: An Australian View.

PUB DATE- 18 Nov 84

NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Educational Theories; Elementary Secondary Education
*English Curriculum; *English Instruction; Teaching Methods;
*Teaching Models

IDENTIFIERS- *Australia

Because of the inadequacy of the three models of English teachi in Australia (the skills, personal growth, and cultural heritage models) in carrying the impact of English instruction beyond its own confines, a new model--the person-process model--is necessary The model focuses on the individual, but serves to locate individuals in their life context or world. The base spheres represent, in order of the importance with which they impinge on individuals in our society, the spatial/environmental contexts in which they must learn to operate. These overlap and relate to a number of people-oriented contexts in which individuals must interact and transact through listening and speaking, reading and writing. This framework attempts to provide the teacher with an overview of the facets of the individual's world and a perspectiv on those contexts to which a teacher might properly make a contribution. (EL)

ED 260 406 CS 209 14

Herrmann, Andrea W.
Using the Computer as Writing Teacher: The Heart of the Great Debates.
PUB DATE- Jul 83
NOTE- 15p.; In Proceedings of the Annual Summer Conference "The Computer: Extension of the Human Mind II" (Eugene, OR, July 20- 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speec Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computers; Elementar Secondary Education; Higher Education; *Word Processing; Writin (Composition); *Writing Instruction; Writing Processes; *Writin Research

A review of the literature on computers and writing reveals tha dichotomy exists. The great debate that has been taking place in the world of writing instruction mirrors the emerging debate concerning the implementation of computers in education. Applications and research fall into one of two categories: the computer as a teaching instrument of the basic skills or the computer used in holistic ways as a writing tool. There seems to reason for optimism about the teaching of writing, the role of th computer in that process, and the fact that the current interest writing and computerized instruction may serve to create a new emphasis and new strategies in the art. Word processing is probab the most common way the computer is used holistically as a writin tool. Various studies done on computer assisted programs include Burns and Culp's experiment with a college freshman English group and Colette Daiute's studies on the effects of word processing wi computers on children's writing. The question of how the composin process is affected using the computer is a complex one. Work in the area of computers and writing needs to take into account the ongoing research on the writing process, so that the best educational implementations of this new writing tool may be discovered. (DF)

ED 260 439 CS 209 22

Hunt, Barbara Carey
A Leprechaun in King Arthur's Court: Topic, Theme and Mode in th
Writing of First Graders Using Invented Spelling.
PUB DATE- Apr 85
NOTE- 62p.; Paper presented at the Annual Meeting of the
Massachusetts Reading Association (16th, Sturbridge, MA, Apri
11-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Child Development; *Developmental St
Grade 1; Influences; *Language Acquisition; Language Usage; P
Education; Reading Writing Relationship; Sex Differences; Tea
Methods; *Writing Processes; *Writing Research; *Writing Skil
IDENTIFIERS- *Invented Spelling; *Writing Topics

The writing of five consecutive classes of first grade studen
analyzed to investigate the selection of topic, theme, and mode
six-year-old children learning to read and write through the use
an invented spelling approach in an open classroom. The writing
studied was in the form of 993 "books" (several sheets of paper
stapled together, with covers of construction paper) written by
children. Case studies of four students, and observations and
interviews in the classroom also provided data. The findings sho
that children wrote often about holidays, animals, themselves, a
school activities. Influences from television and movies were no
in many of their books. Boys wrote often about sports, war,
fighting, and catastrophes, while girls wrote more frequently ab
themselves, their feelings, their families, and friendships. An
early progression toward narrative writing was found for both
sexes, with a general tendency for children to write more
narratives as the first grade year progressed. A general conclus
was that development in early writing involved moving away from
egocentrism of young children. (Samples of student narratives ar
appended.) (HOD)

ED 260 471 CS 505 0

Rancer, Andrew S.; Baukus, Robert A.
Discriminating Males and Females on Belief Structu[illegible] about Arg
PUB DATE- Oct 84
NOTE- 27p.; Paper presented at the Annual Communication, Langua
Gender Conference (7th, Oxford, OH, October 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; College Students; *Communication Researc
Females; Higher Education; *Interpersonal Communication; Male
*Persuasive Discourse; *Sex Differences; Speech Communication

A study was conducted to enhance understanding of the role of
in influencing beliefs about argumentative communication. Using
belief structure framework, the study investigated how males an
females discriminate on beliefs about arguing. The study also
explored whether trait argumentativeness influences biological
in discriminating beliefs about arguing. One hundred thirty-eig
subjects answered a questionnaire that elicited beliefs about
arguing and a second questionnaire that indicated their level o
trait argumentativeness. Beliefs obtained from the questionnair
were classified into eight categories previously identified as
belief structures about arguing. Results indicated that sex alo
is not a powerful discriminator of beliefs about arguing. Males
females differ little in their beliefs about arguing as a learn
experience (cultivation), but do differ in their beliefs about
arguing as an aggressive and hostile communication encounter
(antagonism). In general, males tend to view arguing as a less
hostile form of communication than do females. However, males a
females high in trait argumentativeness do not differ in this
belief about arguing. (Author/DF)

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ED 260 531 EC 180

Community Services for Mental Retardation. Three Year Plan,
1982-June 1985.

Kentucky State Dept. for Human Resources, Frankfort. Div. fo
Community Services for Mental Retardation.

PUB DATE- Oct 81
NOTE- 524p.; Prepared by the Kentucky Citizens' Planning Cou
Community Mental Retardation Services.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Resources; *Community Services; *Deli
Systems; Elementary Secondary Education; Financial Policy;
Retardation; Needs Assessment; Program Administration; *Pr
Development; *Regional Programs; *State Programs
IDENTIFIERS- *Kentucky

The document presents Kentucky's 3-year plan for services
persons with mental retardation. The plan is the product of
volunteers serving in an advisory role to the Kentucky Citiz
Planning Council and contains input from over 300 citizens f
around the state. An initial section offers the Council's
recommendations for improving services, including developmen
strong public information programs and formation of a coalit
consumer and advocacy organizations. The planning process an
structure involved in the Council are reviewed. Chapter 2 po
the state's service system with descriptions of mental retar
services, local school districts, state oriented programs, p
facilities, consumer groups, and the state's regional system
ideal system is delineated in terms of philosophical base, go
and service continuity. Kentucky's current system is then det
for each of its 15 regions. Each description touches upon
structure, services provided by region, services provided by
private affiliates of the region, other services within the r
operated privately, and community resources. Three final chap
address (1) the needs assessment process and findings; (2) go
and objectives of the planning process; and (3) fiscal inform
including the annual budget process and financing of communit
services to persons with mental retardation. (CL)

ED 260 [illegible] [illegible] 213

Preparation for Employment [illegible] Teacher's Manual.
New York State Div. for Youth, Albany.
SPONS AGENCY—New York State Dept. of Labor, Albany. [illegible]
PUB DATE 80
NOTE 499p.
AVAILABLE FROM—New York State Division for Youth, Office of Youth Employment Services, 84 Holland Avenue, Albany, NY 12208 ([illegible]).
LANGUAGE English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE—Guides - Methods/Techniques (For Practitioners) - Classroom Teaching Guides (For Teacher) (052)
DESCRIPTORS—Adolescents, Audiovisual Aids, Communication Skills, Correctional Education, Decision Making Skills, Delinquency, Disadvantaged Youth, Educational Resources, Employment Interviews, Employment Potential, Employment Programs, Entry Workers, Human Relations, Job Applications, *Job Search Methods, *Job Skills, Learning Activities, [illegible] Programs, Secondary Education, Teaching Methods, Units of Study

This curriculum was designed [illegible] teachers to prepare youth for employment. It is targeted for youth who are not academically oriented, have a low reading level, and are easily distracted, but it is intended to be flexible enough to [illegible] more advanced youth as well. The curriculum was developed to serve as a teacher's manual, a resource book, and a collection of written classroom activities (student workbook). The media section and bibliography serve as resources for much of the information contained in the lessons. Many [illegible] are accompanied by student work sheets that can be reproduced. The curriculum is intended to be taught [illegible]. The curriculum consists of 10 units, each containing an average of five or six 45-minute lessons, and the course is designed to be taught during a 16-week school term. The units cover the following topics: introduction, targeted [illegible], the job search, communication, applications, the interview, decision making, the new worker, human relations on the job, and looking ahead. Lessons contain an overview, purpose, notes, learning activities, and resources. Extensive lists of media are included in the curriculum. (KC)

ED 260 192 CE 041 980

Mallik, Kalisankar, Ed.; Shaver, Elaine M., Ed.
Unmasking Abilities Hidden by Developmental Conditions.
George Washington Univ., Washington, DC. Job Development Lab.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Philadelphia, PA. Office of Developmental Disabilities.
PUB DATE- Jul 80
NOTE- 89p.
GRANT- 50-P-15606/3-03
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accessibility (for Disabled); Adaptive Behavior (of Disabled); Adults; Biofeedback; College Students; *Communication Aids (for Disabled); *Developmental Disabilities; Epilepsy; Industrial Training; Job Placement; Job Training; *Normalization (Handicapped); *Physical Disabilities; Program Implementation; Seizures; Severe Disabilities; Sheltered Workshops; Vocational Evaluation; *Vocational Rehabilitation

This document contains 16 papers that were scheduled to be presented at a conference (which was canceled) on approaches and programs for helping developmentally disabled persons to be more self-sufficient. The book is divided into three sections: (1) unmasking vocational abilities, (2) enhancing functional independence, and (3) medical and communication intervention. The following papers are included: "Marc Gold's Training in Industrial Work Sites as a Placement Approach" by Marianne Roche; "The Pay-off's a Paycheck: Employment Preparation for People with Severe Disabilities" by Ronald S. Torner; "Jobs for People with Epilepsy" by Robert A. Anderson; "A Competitive Industry of Severely Disabled Workers" by John H. Leslie, Jr.; "Redesigning Sheltered Work Environments" by Jay Belding; "Needed: Creative Vocational Evaluations" by Elaine M. Shaver; "Specialized Seating Mobility--Technical Considerations" by Douglas A. Hobson; "Systems for Independent Mobility" by E'Lise B. Brown; "Concealable Helmet for Seizure-Prone Individuals" by James L. Mueller; "Support and Rehabilitation Services for Severely Orthopedically Disabled College Students" by Rodger W. Decker; "Small Steps on an Unpaved Path (Malcontents Biting the Hand that Feeds)" by Derrick Dufresne; "Mouthguard for Drooling Control" by Jacob Harris; "Protective Aids" by Wu S. Chiu; "Anticonvulsant Abuse in Institutions" by Anis Racy; "Communication Aids and Systems Clinic" by Donna DePape, and "Biofeedback for Head Control" by Carol Leiper. (KC)

ED 260 207 CE 042 028

Youth Studies Abstracts. Vol. 4 No. 3.

Australian National Univ., Canberra. National Clearinghouse for Youth Studies.

PUB DATE- Aug 85

NOTE- 178p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- Apprenticeships; Community Programs; Disabilities; Educational Needs; *Educational Policy; *Educational Practices; Employment Programs; Family Role; Financial Support; Instructional Materials; Job Training; Labor Market; Migrant Youth; Postsecondary Education; Program Evaluation; Public Policy; Secondary Education; Social Services; Student Characteristics; Student Evaluation; Student Needs; Taxes; *Technical Education; *Vocational Education; *Youth Employment; *Youth Programs

IDENTIFIERS- *Australia

This volume contains 169 abstracts of documents dealing with youth and educational programs for youth. Included in the volume are 97 abstracts of documents dealing with social and educational developments; 56 abstracts of program reports, reviews, and evaluations; and 16 abstracts of program materials. Abstracts are grouped according to the following subject areas: Aborigines; alternative learning; Australians; disabled; drugs; education; employers; employment; evaluation; family; females; higher education; income support; international comparisons; local and regional programming; migrants; programs (including benefits and allowances, educational, labor market, apprenticeship, cooperative, job creation, traineeship, affirmative action, community-based, wage subsidy, housing and accommodation, and volunteer programs); rural education: schools and schooling; social welfare; taxation; technical and further education (TAFE); technology; trade unions; unemployment; work; young people; youth employment; youth policies; and youth employment. Each citation includes complete bibliographic data for the given document and an abstract. Subject and author indexes are provided. (MN)

ED 260 221 CE 042 056

Prifrel, Robert J.; And Others

Forecasting the Financial Benefits of Quality-Based Electronics Manufacturing Training. Training and Development Research Center: Project Number Eight.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

PUB DATE- Jun 85
NOTE- 64p.; For related documents, see CE 042 050-057.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Cost Effectiveness; Electronics Industry; Job Skills; *Job Training; Labor Force Development; *Models; *Prediction; *Quality Control; Skill Development; *Validity
IDENTIFIERS- *Training Benefit Forecasting Method

The validity of the Training Benefit Forecasting Method (TBFM) in a quality-based electronics manufacturing organization was studied. Participants were approximately 75 people involved in the manual production of circuit boards in a division of Control Data Corporation. Five training options to reduce the number of defects produced during manufacture were reviewed: no training, unstructured, semistructured, structured, and commercial. Data collection using the TBFM had two phases. The first was to collect and calculate the actual data--costs, performance values, and benefits. The second phase was data generation by the forecasters who independently forecasted the costs, performance values, and benefits for each training option. Forecasters were middle managers, first line managers, and training people. The researcher and forecasters found the TBFM is adaptable to a quality orientation, but assistance in the form of a consultant or written users' guide is needed. Results of three of four forecasters indicated a structured in-house training program was of greatest financial benefit, while results of the researcher and another forecaster did not. The study demonstrated first line managers and trainers with no regular financial accounting responsibility can not use the TBFM as it exists. (Appendixes include worksheets, a journal article, and analysis results.) (YLB)

ED 260 277 CE 042 289

Hawkins, Carria

Teaching Reading through Oral Histories.

Lutheran Social Mission Society, Philadelphia, PA. Lutheran Settlement House.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 84

NOTE- 316p.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; *Adult Reading Programs; Curriculum Development; Curriculum Guides; Learning Activities; *Oral History; *Reading Instruction; *Reading Materials; Student Motivation; *Student Participation

IDENTIFIERS- 310 Project; *Learner Centered Instruction

This manual provides reading materials and exercises to teach reading and corollary academic skills. It also exemplifies a method of creating learner-centered materials relevant to the adult student. Teacher materials found at the beginning of the manual include a curriculum guide for obtaining oral histories; the guide is an effective vehicle for motivation of individual and group student participation in the preparation of materials. These steps are outlined: stimulating students to talk, taping or student writing, transcribing, editing, and developing exercises. Suggestions are offered for teaching beginning readers, all students, and the advanced student. The manual is divided into eight sections, defined by themes (topics) that students discussed. Each section contains one to nine stories. Exercises follow each story. Contents of three additional sections are old sayings, old remedies, and maps. Answer keys conclude the manual. (YLB)

ED 260 304 CE 042 378

Lopez-Valadez, Jeanne, Ed.; And Others
Immigrant Workers and the American Workplace: The Role of Voc Ed. Information Series No. 302.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 56p.
CONTRACT- 400-84-0004
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN302--$5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - General (02
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adjustment (to Environment); Adult Education; Bilingua
Education; *Cross Cultural Training; Cultural Differences; Cultur
Influences; Employment Potential; *Employment Services; English (Second Language); English for Special Purposes; *Immigrants; Job Search Methods; Job Skills; *Job Training; *Limited English Speaking; On the Job Training; Second Language Instruction; Vocational Education; *Vocational English (Second Language); Work Attitudes; Work Experience Programs

The four chapters in this compilation highlight the issues and strategies used to prepare limited English proficient (LEP) adults for employment. In the first chapter, Joan Friedenberg discusses the development of English as a Second Language (ESL) teaching, including general ESL, English for special purposes, and prevocational and vocational ESL (VESL). Describing various delivery models, the author proposes that the ideal method for meeting the language needs of immigrants provides VESL concurrently with skill training. Strategies for developing a VESL lesson are outlined. Nancy Lee Lucas, in the second chapter, examines the why cultural values of different ethnic groups are reflected in language, education, and work behavior. She stresses that enabling the cultural adjustment of immigrants, particularly in the workplace, involves cross-cultural training--a contrastive approach that explores areas of potential conflict. In chapter three, Nick Kremer focuses on approaches for meeting the diverse training needs of LEP adults. In-class and on-the-job models, adaptation of instructional materials, bilingual vocational training, staff development, support services, and funding are discussed. Finally, Tipawan Reed addresses the topic of employment services for LEP adults. Reviewing employers' attitudes toward hiring LEPs, she suggests strategies for enhancing their employability skills, including job clubs, marketing, and employer incentives. (SK)

ED 260 345 CG 018 438

Chan, Florentius

The Relationship between Depression, Irrational Beliefs, and Cognitive Distortions.

PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; College Studen *Depression (Psychology); Higher Education; Influences
IDENTIFIERS- Cross Lagged Panel Technique; *Irrational Beliefs

Studies have shown that depressed people have a significantly higher number of irrational beliefs and cognitive distortions than nondepressed people. The purpose of this study was to identify the causal relationship among depression, irrational beliefs, and cognitive distortions through the use of cross-lagged panel correlational analysis. On two occasions one month apart, 138 college students were administered a battery of tests that include the Beck Depression Inventory (BDI), the Irrational Belief Test (IBT), and the Subjective Probability Questionnaire (SPQ). The order of these three tests was counterbalanced among subjects usin the Latin square design to eliminate the order effect. Results showed that the synchronous correlations between scores on the BDI and scores on the IBT and SPQ were significant, suggesting that depression, irrational beliefs, and cognitive distortions are significantly related. Similarly, the autocorrelations between the same measures in two testing sessions were significant, indicating that the measures are stable and reliable. The cross-lagged panel analysis show that depression, irrational beliefs, and cognitive distortions covaried but were not causally related. The explanatio that the relationship among these three variables is spurious seem implausible because previous research has demonstrated that they are related. It appears that there is a reciprocal causal relationship among depression, irrational beliefs, and cognitive distortions, in which no cross-lagged correlation difference woulc be expected. This explanation is in accord with the cognitive mode of depression which suggests that these three variables form a vicious circle. (Author/MCF)

ED 260 359 CG 018 45

Olkinuora, Erkki
Meaningfulness of Studying and Learning as a Framework for Analy
Intellectual Development and Learning Difficulties.
PUB DATE- Aug 84
NOTE- 29p.; Paper presented at the Conference on Thinking (Cambr
MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Cognitive Processes; Elementary
Secondary Education; *Intellectual Development; *Learning
Motivation; Learning Problems; *Learning Theories; *Relevance
(Education); *Student Experience; Student Motivation; *Study
IDENTIFIERS- *Meaningfulness

Although many researchers have identified meaningful learning the proper aim of education, the realization of that aim and the theoretical understanding of the prerequisites for meaningful learning in the school setting are far from complete. By integrating ideas from theories of meaningful learning with idea from theories of purposeful, goal-directed action in psychology socialization in sociology, a common concept of meaning and meaningfulness could be developed. This integration could facilitate the analysis of the interaction of cognitive, motivational, emotional, and social elements in learning situations. Whether a student experiences his school curriculum being personally significant and meaningful depends on both affective and cognitive elements. Cognitive meaningfulness can b further divided into logical and psychological meaningfulness. Behind the psychological meaningfulness of studying and learning there are structures of relevance. A hierarchical organization o relevance includes the student's experienced purpose of life interacting with his experienced meaningfulness of attending school, studying, and learning. In addition to these structures, there are social and intellectual dimensions of relevance. Four types of orientation can be identified, based on quality of sens of control and the kind of relevance experienced. These are task social dependence, ego-related, and noncommitment orientations. cyclical processes of learning situations produce cumulative experiences which lead to the development of individuals' motive conceptions, and behavioral tendencies in different directions.

ED 260 376 CS 008 11

Van Tiem, Darlene
A Study of the Reading Skills of Juniors and Seniors at Marygrove College: Winter Term, 1983.
PUB DATE- 85
NOTE- 24p.; Several pages contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; English Instruction; Higher Education; *Reading Achievement; *Reading Comprehension; Readin Improvement; *Reading Research; *Reading Skills; Vocabulary; *Vocabulary Skills
IDENTIFIERS- Nelson Denny Reading Tests

A study of the vocabulary and comprehension scores of juniors a seniors at Marygrove College was conducted during the winter term of 1983 in order to determine the reading levels needed for succe in upper division courses. Because the research was designed to determine the reading levels needed for successful study, student on academic probation or taking more than one developmental cours were eliminated from the potential sample. Sixty-six students wer given the Nelson Denny Reading Test, Form F; three were subsequently eliminated, leaving 24 seniors and 39 juniors in the sample. Juniors had an average college sophomore reading level, a seniors had an average reading equivalent of late college freshma year. However, the scores encompassed a very wide range, indicati that a wide variety of reading levels is applicable for successfu study at the college level. It appears that juniors and seniors w have taken developmental reading never attain the reading level o those students who did not take such courses, but they do persevere. Therefore, it might be better to admit students with reading deficiencies and then provide the appropriate educational support to enable them to achieve a meaningful liberal arts education. Numerous tables and charts provide participant test scores and other data. (DF)

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ED 260 487 CS 505

Ecroyd, Donald H.; Drummond, Caroline
Reading Aloud Is a Rhetorical Act.
PUB DATE- May 85
NOTE- 16p.; Paper presented at the Annual Meeting of the East
Communication Association (76th, Providence, RI, May 2-5, 1
earlier version of this paper was presented at the Internat
Colloquium on Communication (8th, Copenhagen, Denmark, July
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Interpersonal Competence; Listening Comprehensio
Literature Appreciation; *Oral Interpretation; *Oral Readin
*Reading Aloud to Others; *Rhetoric; *Speech Communication;
Teaching Methods

Reading aloud is a rhetorical act. Its purpose is always to communicate, which is a transactional form involving the oral reader and at least one real or imaginary listener. Whenever a person reads aloud, the reader has some intent of reading to someone. In all such situations, readers interpret orally for mood and meaning that seem appropriate to their intent. Despit recognized range and frequency of occurrence of oral reading, however, it is for some reason only infrequently considered as transactional communication--a rhetorical act. If a pedagogy t will develop competency in the transactional nature of communication through oral reading cannot focus on the source the communication nor on the message. It must instead focus on transactional relationship among the original writer, the read who chooses to share something aloud, the listener, and the messages developed during the communication situation. The pur and the value of such a pedagogy lie in the relationship of th reader and listener as they interact in the development of emp and understanding. Between them, mood and meaning are construc (HOD)

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ED 260 502 EA 017

Fair, Martha H.; And Others
Title IX--The Regulation and the Grievance Process. Participar
Workbook.
Colorado State Dept. of Education, Denver.
PUB DATE- 79
NOTE- 80p.; Adapted/adopted from materials prepared for the Co
of Chief State School Officers, Title IX Equity Workshop Pro
Shirley McCune and Martha Matthews. For the trainer manual,
017 945.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Educational Discrimination; Equal Protection; *Fe
Legislation; *Grievance Procedures; Nondiscriminatory Educat
Sex Bias; Sex Discrimination; *Sex Fairness; Workbooks; *Wor
IDENTIFIERS- *Title IX Education Amendments 1972

The Title IX/Sex Equity training model is designed to assist
education personnel and interested citizens in the implementat
of Title IX of the Education Amendments of 1972 and the attain
of sex equity in education. This workbook, to be used in
conjunction with the trainer manual, provides 15 worksheets fo
by participants in a 3 1/2 to 4 hour Title IX/sex equity works
whose objectives are (1) to review the requirements of the
regulation to implement Title IX of the Education Amendments o
1972 and to give participants an opportunity to assess their o
understanding of Title IX requirements; (2) to inform particip
about the significance and the structural components of Title
grievance procedures; and (3) to increase participants'
understanding and skills in identifying Title IX violations an
formulating appropriate remedial actions. These worksheets inc
a checklist for evaluating the content of grievance procedures
Harper Valley School District Title IX Grievance Procedure, a
series of case studies for analysis, and eight sample Title IX
grievances. Six appendixes provide the following resources: (1
text of Title IX and a summary of the implementing regulation;
components of a grievance procedure; (3) guide to filing a Tit
complaint; (4) definitions; (5) suggested answers to case stud
discussion questions; and (6) analyses of sample Title IX
grievances. A workshop evaluation sheet is included. (TE)

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ED 260 516 EA 017

Swaim, John; Needham, Richard

In Search of Excellence: The National Reports--Implications f
Middle Schools.

National Middle School Association, Columbus, OH.

PUB DATE- 84

NOTE- 59p.

AVAILABLE FROM- Publication Sales, National Middle School Association, P.O. Box 14822, Columbus, OH 43214 ($5.95; qua discounts).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

DESCRIPTORS- Educational Change; Educational Development; *Educational Improvement; Elementary Secondary Education; Government School Relationship; *Intermediate Grades; *Midd Schools; National Programs; Politics of Education; *Reports *School Effectiveness

IDENTIFIERS- 100 Good Schools; Action for Excellence; *Excell Education; Nation at Risk (A); Study of Schooling (A)

This monograph examines recommendations and conerns raised recent reports of the National Commission on Excellence in Education and other ogranizations and considers the possible ramifications for middle school education. The monograph is organized into five sections. The first provides an overview following five studies: "Action for Excellence," "High School Nation at Risk," "A Place Called School," and "One Hundred Go Schools." Section 2 is a more specific treatment of the implications of these reports for middle schools. It consists observations by four middle school educators who were involve the reports: Conrad F. Toepfer, Jr., "Accent on the Positive: Is Really Effective in Today's Education"; Bruce Bombacher, " the Rhetoric: Actions and Implications for the Practitioner"; M. Bowman, "Educational Improvement: A View from the Trenche and James P. Garvin, "Common Denominators in Effective Middle Schools." Section 3, "Achieving Educational Reform" by Daniel Burke, is a strong and pointed statement regarding the role educators should play in creating educational reform. Section provides concluding remarks regarding the whole issue of midd school education and the prospect of educational change. The section lists commission reports and studies of schooling, as as documents and journal articles that give reactions, critiq and summaries. A biographical note on the authors is included

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ED 260 547 EC 180

Master, Lawrence S.; And Others
A Librarian's Guide for Teaching a Nine-Weeks' Unit on Basic
Reference and Bibliographic Skills to Academically Talente
High School Students.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cl
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Gifted; Junior High Schools; Lesson Plans; *Li
Instruction; *Library Skills; Reference Services

Intended for school librarians, the guide describes a 9-we of study in library reference skills for junior high academi talented students. The course description is presented in a thematic day-by-day and week-by-week format designed for one and small group instruction. Lesson plans include informatio time requirements, theme, and daily activities. The followin themes are addressed: (1) the cardcatalog; (2) indexes and abstracts; (3) indexing and abstracting; (4) dictionaries, m atlases, and encyclopedias; (5) directories and almanacs; (6 handbooks and statistical sources; (7) biographies; (8) huma and the arts; and (9) social sciences and natural sciences. unit also contains a list of suggested references, and a con bibliography consists of 30 citations to journal articles fo instructor/librarian.

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ED 260 562 EC 180

Mangano, Sandra; And Others
North Penn High School Program for Gifted Students. Revised.
North Penn School District, Lansdale, PA.
PUB DATE- 8 Oct 84
NOTE- 96p.; Cover title: Gifted Resource Curriculum Guide.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions
Guides/Methods/Techniques (For Practitioners) - Classroom U
Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Futures (of Society); *Gifte
*Global Approach; High Schools; *Humanities Instruction;
Interdisciplinary Approach; *Talent
IDENTIFIERS- North Penn Senior High School PA

The guidelines address the process-centered curriculum (emp
knowledge not merely as a composite of information but as a s
of learning) for gifted and talented students at North Penn S
High School (Lansdale, Pennsylvania). The school's
interdisciplinary program focuses on a single theme for each
three years: the humanities for year 1, futuristics for year
global studies for the final year. Schedule factors are cons
along with the curriculum's general objectives which include
increased critical thinking and problem solving skills. Cours
outlines are then presented for each of the three theme plan
Materials and suggested activities are listed for units in
humanities (concept of "What Is Man" examined in philosophic
historical, scientific, and creative terms--literature and
mathematics--through cultural and historical periods from
prehistoric man, Egyptian culture, Roman civilization throug
Renaissance), futuristics (including the future as history a
progress and challenge), and global studies (including units
methodologies, communication and psycholinguistics). Appende
material includes guidelines for grading and an independent
component. (CL)

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ED 260 577 FL 01

Sridhar, Kamal K.
Language Policy for Education in Multilingual India: Issu
Implementation.
PUB DATE- May 83
NOTE- 37p.; Revised version of paper presented at a co
Language Development: An International Perspective (U
19-20, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descripti
Speeches, Conference Papers, "Papers Presented at..." (1
DESCRIPTORS- Dialects; Educational History; *Educational Pol
Elementary Secondary Education; Foreign Countries; Higher
Education; Language Classification; *Language of Instructi
*Language Role; *Multilingualism; Official Languages; Publ
Policy; *Second Languages; *Social Status; Sociolinguistic
IDENTIFIERS- *India

A discussion of language policy in India's educational sys
identifies substantive issues of both theoretical and compar
interest; presents a detailed account of the issues associat
policy-making for language in education in the Indian
socio-political context; and discusses the current status of
implementation of these policies, with reference to the late
statistics on language use in higher education. Two of the
conclusions are the following: (1) multilingual countries mu
provide for a supra-regional language in education that serv
variety of sociolinguistic functions; and (2) in India, lang
policy has followed a pattern of evolution toward languages
in the prestige hierarchy, which gain more valued roles in t
educational system by weakening the exclusive role of the pr
language. While the non-prestige languages have begun to gai
status as a medium of instruction first at the elementary an
secondary levels, then in early childhood education, and fin
higher education, even for the major languages this process
only begun, and it has not yet begun for many minority langu
(MSE)

ED 260 235 CE 042 216

Morin, Lucien; Cosman, J. W.

Education and Criminal Justice: The Educational Approach to Prison Administration. The United Nations Standard Minimum Rules for the Treatment of Prisoners.

International Council for Adult Education, Toronto (Ontario).

PUB DATE- Oct 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Correctional Education; *Correctional Institutions; *Correctional Rehabilitation; Criminal Law; *Human Dignity; *Institutional Administration; *Prisoners
IDENTIFIERS- Standard Minimum Rules for Treatment of Prisoners; United Nations

The United Nations Standard Minimum Rules for the Treatment of Prisoners do not express the basic principle that would support a serious educational approach to prison administration. The crucial missing rationale is the concept of the inherent dignity of the individual human prisoner. This concept has certain basic educational implications, culminating in the concept of education directed to the development of the total human personality. Such a concept is quite foreign to contemporary approaches to prison administration. In actual practice, prison education is seen as a tool of incarcerational technology. Prison education, which normally includes both academic and vocational programs inside prison walls, is mostly of inferior quality. Most prison authorities attach little value to conventional educational programs, and the idea of rehabilitation is largely being abandoned. The role of the prison is often reduced to the protection of society. A case for prison education should be approached from the ideas of right and fraternal obligation to fellow men. The educational approach to prison administration possesses characteristics related to these topics: the prisoner as a person, the prison as educational, and the educational model and justice. The Rules should be amended to express recognition of the principle of the dignity of the human person. (YLB)

Michelsen, Robert F.
Graphic Arts--Offset Press Operator/Duplicating Machine. TI-622. Instructor's Manual and Student Learning Activity Guide.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 85
NOTE- 36p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Technique (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Graphic Arts; Printing; Programed Instructional Materials; *Reprography; Secondary Education; Student Evaluation
IDENTIFIERS- *Offset Lithography

This instructor's manual and student learning activity guide comprise a kit for a graphic arts activity on offset press operator/duplicating machine. Purpose stated for the activity is to provide the student with an understanding of the basic operation involved in the production of printed matter in the graphic communications industry through the production of letterhead stationery. The instructor's manual contains information on activity duration, lists of goals and instructional objectives, vocational clusters, materials for activity implementation (description, safety, materials required, preparation prior to class, classroom techniques, followup activities), answer key, and duplication masters (occupational fact sheet). The student learning activity guide provides an introduction, a list of goals, directions, a list of required materials, and a programmed text. The programmed text presents each instructional objective, steps to follow to accomplish the objective, and check point instructions. Occupational descriptions are appended. (YLB)

ED 260 317 CG 018 410

The Role of Older Women in the Work Force. Hearing before the Joint Economic Committee. Congress of the United States, Ninety-Eighth Congress, Second Session.

Joint Economic Committee, Washington, D.C.
REPORT NO.- Senate-Hrg-98-1095
PUB DATE- 6 Jun 84
NOTE- 121p.; Some pages are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); Court Role; *Employed Women; *Employment Opportunities; *Federal Legislation; *Females; Hearings; Individual Needs; Labor Force; Middle Aged Adults; Reentry Workers; *Retirement Benefits
IDENTIFIERS- Congress 98th; *Older Workers

This document presents witness testimony and prepared statements from the Congressional hearing called to examine the role of older women in the work force. The opening statement from Representative Olympia J. Stowe stresses the need for Congress to recognize the social realities facing older women when it considers changes in education, job training, dependent care, and retirement income legislation. Witnesses include Jean Netherton, a commissioner of the National Commission on Working Women; Elizabeth W. Markson, the director of social research at the Gerontology Center of Boston University; Shirley Sandage, the executive director of the Older Women's League; Eileen M. Lonsdale, the director of advocacy and support services for Western Older Citizens Council Incorporated; Anne Moss, the director of the Women's Pension Project at the Pension Rights Center; and Nancy R. King, the deputy director of the Center for Women Policy Studies. Testimonies focus on what can be and is being done for women whose family responsibilites, personal choices, or changes in family circumstances have limited their entry into the work force and their opportunities once they begin working. Employment problems, health, and caretaking responsibilities faced by middle-aged and older women are also considered. (KGB)

ED 260 331 CG 018 424

Avioli, Paula Smith; Kaplan, Eileen
Work Commitment of Employed Married Women.
PUB DATE- 22 Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern
  Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employed Women; *Employee Attitudes; *Family Influenc
  Females; *Part Time Employment; *Spouses; *Work Attitudes
IDENTIFIERS- *Work Commitment

Since married women typically curtail their employment behavior t accommodate the needs of their family, it is often assumed that women have a relatively weak and unstable work commitment. However, it is erroneous to infer work commitment from behavior, since work behavior is motivated and constrained by a myriad of personal and social conditions. The relationship of familial and work characteristics in women's expression of work commitment was examined in 420 employed wives interviewed in 1976 as part of the Michigan Panel Study of Income Dynamics (PSID). All subjects were employed as either professional, managerial, sales, or clerical workers for 10 or more hours per week and reported having a child less than 18 years of age. Three PSID questionnaire items were used to determine the work commitment dimensions of subjective orientation, work plans, and work preference. Other PSID items were used to construct the work/family variables work hours, husband's attitude, and fertility plans. The results of a multivariate analysis of variance revealed significant main effects of work hours and husband's attitude, and a single interaction effect of husband's attitude by fertility plans. Other results indicated that the significant interaction effect was predominantly a function of work plans, while both main effects were predominantly functions of work plans and subjective orientation. These findings are consistent with other studies reporting that women who work part-time express higher work commitment in terms of subjective orientation to employment than do women who work full-time. (NRB)

ED 260 424 CS 209 2

Ethics. 1983 APME Report.
Associated Press Managing Editors.
PUB DATE- 83
NOTE- 35p.; Report prepared by the Associated Press Managing Ed
Professional Standards Committee and issued at the Annual
Convention of the Associated Press Managing Editors (Louisvil
KY, November 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Codes of Ethics; Crime; *Ethics; *Journalism; Lega
Responsibility; *Media Research; *News Media; *News Reporting
Privacy; Social Responsibility
IDENTIFIERS- Editorial Policy; *Media Ethics; *Press Responsibi

Dealing with a variety of issues related to media ethics and responsibility, this report presents 12 essays on editorial pol and reporters' responsibility. The essays discuss the following (1) a reporter who posed as a jail officer to gain entry into a prison to interview an inmate, (2) a journalism professor's opi as to the ethics of the above-mentioned tactic, (3) a newspaper editor's opinion as to the ethics of the above-mentioned tactic (4) the right to know versus the right of privacy in reporting names of violent crime victims, (5) a survey indicating that editors are observing some considerations of privacy in reporti violent crimes, (6) a multiple choice test in which the reader decide editorial policy on stories that may infringe on the subject's right of privacy, (7) the conflict of interest issue reporter elected to the local school board, (8) the ethics of journalists at an economic summit consuming free food and drink supplied by private companies and trade associations, (9) the of editors to limit reporters' outside activities to avoid conflicts of interest, (10) a survey of the codes of ethics observed by campus newspapers, (11) a survey on the use of unn sources in news stories, and (12) reporters' responsibility in reporting or preventing a crime in progress. (HTH)

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ED 260 455 CS 209 28

Scherer, Darlene Lienau
Measuring the Measurements: A Study of Evaluation of Writing: An Annotated Bibliography.
PUB DATE- 1 Aug 85
NOTE- 77p.; Exit project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Elementary Secondary Educati *Evaluation Criteria; *Evaluation Methods; *Holistic Evaluatio *Measurement Techniques; *Writing Evaluation; *Writing Researc Writing Skills

Intended to make the educational community aware of how researc has defined acceptable practice in writing assessment, this annotated bibliography examines research about writing evaluatio Divided into five sections, the first section of the bibliograph surveys some psychological and linguistic studies of the development of students' writing skills. The second section presents studies that describe methods of writing evaluation use in large-scale writing assessments. The focus of the third secti is on research analyzing the writing task given to students in writing tests, with specific attention to the way the task was worded, the amount of explanatory information included in the tas the audience to which the writing was addressed, the mode of writing the student was asked to produce, and the method of presentation of the writing job to the students. The fourth sect presents studies analyzing factors that produce bias in evaluato of writing, including characteristics found in the writing sampl as well as characteristics found in the writers. Finally, the fi section surveys research about grading methodology or response criteria, beginning with an analysis of experts' suggestions for organizing the grading process, and proceeding to studies compar the direct and indirect methods of evaluation. The bibliography concludes with a summary of the research. (HOD)

ED 260 263 CE 042 270

Kok, Marilyn R., Ed.
Health Occupations Materials. A Resource Guide. Vocational Special Needs Lending Library.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupationa Education and Technology.
PUB DATE- 84
NOTE- 14p.; For related documents, see CE 042 266-276.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Career Education; Classroom Techniques; Curriculum Development; Delivery Systems; *Disabilities; Instructional Development; Instructional Materials; Job Training; *Library Collections; Library Guides; Library Materials; *Mainstreaming; Postsecondary Education; Resource Materials; Secondary Education; *Special Education; Student Evaluation; *Teaching Methods; Vocational Education
IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials for and about health occupations education. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, resourc directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 392 CS 208 823

Russell, Connie
Peer Conferencing and Writing Revision: A Study of the Relationsh
Service Bulletin No. 48.
Wisconsin Council of Teachers of English.
PUB DATE- Mar 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Peer Evaluation; *Revision (Written Composition); Writing (Composition); *Writing Evaluati Writing Improvement; Writing Instruction; Writing Processes; *Writing Research; *Writing Skills

Although many studies have been conducted on the subject of writing, little research on the composing process itself can be found. One early study of significance is Janet Emig's "The Composing Processes of Twelfth Graders," which compares school-sponsored writing with self-sponsored writing. Donald Graves, Lucy McCormick Calkins, and Donald Murray are leading researchers in the study of how young children compose. While the researchers advocate peer conferencing as a technique through whi children learn to revise, questions remain about the relationship of peer conferencing and the revision of writing. A case study of four children with low, average, and high abilities in writing examines this relationship. Data were collected through observing the students while they composed, interviewing them formally and informally, transcribing the conferences between peers, and examining all writing drafts of these students for one semester. Results suggest that poor writers can effectively conference with their peers but are dependent on the questions of others in order to revise their writing, while average and good writers seem to b able to distance themselves from their writing, serving as their own audience and revising on their own. (Author/DF)

ED 260 407 CS 209 16

Freedman, Sarah Warshauer; And Others
The Role of Response in the Acquisition of Written Language. Fina
Report.
California Univ., Berkeley. Graduate School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 647p.; Several pages may be marginally legible because of l
print.
GRANT- NIE-G-083-0065
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; *Ethnography; Gra
*School Surveys; Secondary Education; Student Attitudes; *Stud
Reaction; Teacher Attitudes; *Teacher Effectiveness; Teaching
Methods; *Writing Instruction; Writing Processes; *Writing Rese
IDENTIFIERS- National Writing Project

A two-part study intended to investigate what constitutes successful teacher response to student writing is described in th report. The described study consisted of a survey of response practices of 560 elementary and secondary school teachers who we among the most successful in their communities as judged by directors of the sites of the National Writing Projects, and an examination of the day-to-day response practices of two successfu ninth grade writing teachers in the San Francisco area. The repor is divided into chapters that discuss the following topics: (1) survey design and procedures for conducting the survey and the ethnography; (2) survey results for the successful teachers and f their students at the secondary level; (3) results from observations in the two ninth grade classrooms; (4) the values th underlie the response process; (5) an analysis of the structure o the response that involves the entire class; (6) an examination o the written response, focusing on two students in each class and how they make sense of the written responses they receive; and (7 the study's conclusions. The report includes a separate volume of appendixes containing, among other things, the student survey of the National Writing Project, the survey of Excellence in Teachin of the National Writing Project, a list of state projects that participate in the National Writing Project, samples of student writing and teacher response, and the teaching philosophies of th two participating ninth grade teachers. (HOD)

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ED 260 440 CS 209 23

Sheidley, William E., Ed.; And Others
What Is Good Writing? Proceedings of a Conference at the Univers
of Connecticut (Storrs, Connecticut, December 6, 1980).
Connecticut Univ., Storrs. Dept. of English.
PUB DATE- 85
NOTE- 49p.; Prepared through Connecticut Writing Project.
AVAILABLE FROM- Connecticut Writing Project, Department of Engli
(U-25), University of Connecticut, Storrs, CT 06268 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Freshmen; *Content Area Writing; Higher
Education; *Writing (Composition); *Writing Evaluation; *Writ
Instruction; Writing Processes; *Writing Skills

The focus of the conference proceedings in this booklet was evaluation of student writing at various levels and in various fields. The booklet contains a schedule of activities; a description of the morning session, which included a panel discussion on evaluating writing in college freshman compositior courses; examples of students' papers, with evaluators' ratings the full text of the luncheon address, "A Short Long View of Freshman Composition" by Sylvan Barnet; and outlines of the fou afternoon workshops: "Writing for Science" by Anthony Phillpotts and Raymond Joesten, "Writing for Business" by Jean Smith, Robir Ray, and Madelyn Vozzola, "Writing for History" by R. Kent Newmy and "Writing for the Social Sciences" by Jack Thaw. (EL)

ED 260 472 CS 505 0

Petrie, Charles; And Others
Panel on Discourse Analysis in the Curriculum.
State Univ. of New York, Buffalo.
PUB DATE- May 85
NOTE- 104p.; Papers presented at the Annual Meeting of the Easte
Communication Association (76th, Providence, RI, May 2-5, 198
Prepared by faculty in the Department of Communication.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; *Discourse Analysis; *Gro
Dynamics; Higher Education; Interaction; *Nonverbal Communica
Questioning Techniques; *Small Group Instruction; *Speech
Communication; Teaching Methods

These five papers reflect a single project--discourse analysi the curriculum. The first paper, "The Small Group Course as a Setting for Naturalistic Research" (Charles Petrie and Charles Laufersweiler), describes the teaching process of integrating b a graduate and an undergraduate class from which the other four papers describe resulting research. The second paper, "Discours Analysis: Making One's Interpretations Explicit" (Stuart J. Sigman), presents four problem areas that represent methodologi skills and decisions with which student (and professional) discourse analysts must concern themselves. The third paper, "Nonverbal Correlates of Within-Turn Speaker Repetitions" (Will J. Morphis), describes an investigation that assessed nonverbal behavior occurring exclusively during within-turn speaker dysfluencies--specifically, repetitions. The fourth paper, "The Interactional Construction of Group Meaning" (Sheila Sullivan), presents a description and analysis of a small group meeting. T final paper, "Questions in Group Discourse" (Marcley H. Wendell describes an investigation that focused on the strategic uses o questioning to direct the process, content, and outcomes of gro work. (HOD)

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ED 260 532 EC 180

Interpretation for Disabled Visitors in the National Park Sys
National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- 84
NOTE- 112p.; Developed by the Special Programs and Populatior
Branch.
AVAILABLE FROM- Superintendent of Documents, U.S. Government
Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; *
Design; *Parks; Program Development; Program Implementatior
*Recreational Facilities

Intended to help interpretive staff identify programmatic
disabled U.S. national park visitors, the booklet suggests
reasonable modifications to assure participation. An introdu
section reviews legal and policy guidelines, the emergence o
disability movement in America, and components of integrated
programing. Guidelines and resources are then set forth for
with visitors with the following disabilities: mobility
impairments, visual impairments, deafness and hearing impair
mental or learning impairments (mental retardation, learning
disability, and emotional disturbance). General characterist
each disability are examined. A final section on comprehensi
planning and implementation emphasizes a systematic approach
access planning. Appended material includes a program access
checklist and a list of audiovisual resources. (CL)

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ED 260 548 EC 180

Schreiber, Meyer, Ed.
Siblings of Mentally Retarded and Developmentally Disabled Pe
Proceedings of the Annual National Seminar (1st, New York,
May 19-20, 1983).
Association for the Help of Retarded Children, New York, N.Y
Coll. of New Jersey, Union.; New York Univ., NY. School of
Work.
PUB DATE- May 83
NOTE- 109p.; Also sponsored by the Westchester County Medica
Mental Retardation Institute.
AVAILABLE FROM- Association for the Help of Retarded Childre
Park Ave. S., New York, NY 10003 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Development; *Developmental Disabilities;
Counseling; Family Environment; *Family Relationship; Grou
Discussion; *Mental Retardation; Parent Materials; *Siblin
Systems Approach

Ten papers from a May, 1983 seminar on siblings of mentall
retarded and developmentally disabled persons are presented.
Participants include parents and siblings, and represent a v
of professions including social work, nursing, and psycholog
following papers are included: "Life with an Older Sister" (
Miller and H. Kalish); "Raising a Family and Dealing with
Differences in Children: A Parent's View" (C. Moore); "Norma
Siblings of Retarded Persons" (M. Schreiber); "Siblings' Fee
A Need for Expression" (M. Neel); "Groups for Normal Sibling
Developmentally Handicapped Children" (T. Mates); "Modificati
Sibling Interaction in Families with a Mentally Retarded Chil
Vespo); "Explaining Differences to Children (J. Giglio); "A
Developmental Perspective of the Siblings of Handicapped Chil
(J. Feigon); "A Family Systems Look at the Developmentally
Disabled" (M. Jaffe-Ruiz); and "The Parent Perspective" (C. N
(CL)

ED 260 208 CE 042 031

Bhola, H. S.
Literacy in Revolution and Reform: Experiences in the SADCC Region of Southern Africa. Revised.
PUB DATE- Sep 85
NOTE- 27p.; Revision of a paper presented at the International Conference on The Future of Literacy in a Changing World: Syntheses from Industrialized and Developing Nations (Philadelphia, PA, May 9-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Comparative Analysis; *Developing Nations; *Economic Development; *Educational Policy; Educational Practices; Government Role; *Government School Relationship; Influences; *Literacy Education; Models; Nonformal Education; *Public Policy; School Role
IDENTIFIERS- *Africa (South)

Recent studies conducted in developing nations throughout the world have made it possible to formulate a political theory of literacy for development that clarifies relationships between development ideologies and literacy policies and thus provides a greater understanding of the choices and decisions made by policymakers and planners. Depending on whether its development ideology is gradualist, reformist, or revolutionary, a nation's literacy policy will tend to follow either (1) the motivational-developmental model, (2) the planned development model, or (3) the structural-developmental model. An examination of the literacy policies of the nine countries of the Southern African Development Cooperation Conference (SADCC) reveals that a definite relationship exists between the development ideologies of the regimes of the individual nations in the conference and their national literacy policies. Thus, although literacy promotion is not a part of the formal SADCC strategy for development, individual member-nations of the conference such as Tanzania and Zimbabwe are pursuing aggressive literacy policies. Some of their more moderate fellow members in the SADCC such as Zambia and Botswana, on the other hand, are pursuing literacy policies that could more aptly be termed as following the planned development model. The proposed connection between a nation's development ideology and literacy policies would also explain why Malawi, Lesotho, and Swaziland do not at present have active plans for universal literacy. (MN)

ED 260 222 CE 042 057

Swanson, Richard A.; And Others

Exploitation: One View of Industry and Business. Training and Development Research Center: Project Number Ten.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- May 85
NOTE- 22p.; For related documents, see CE 042 050-056.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; Career Education; *Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; *Industrialization; Industry; *Labor Conditions; Labor Demands; Labor Economics; Models; Unions
IDENTIFIERS- *Exploitation; Industrial Revolution

A reasonable definition of exploitation is an unjust or improper use of another person for one's own profit or advantage. Exploitation predates the age of industry; it is not the sole province of industry and business. Worker responses to exploitation in the evolving industrial democracy have taken the form of labor unions, political clubs, credit unions, and recreational clubs. Business and industry have not eradicated exploitation but have come a long way in neutralizing its effects through concern with quality of product, service, and work life. The complexity of modern industry and business and the multiplicity of interrelationships require a new model to explain the concept of exploitation as its relates to the workplace. It must delineate relationships where the possibility of exploitation exists and describe what constitutes the absence or neutralization of exploitation. In a two-axis matrix, the environment of industry and business is broken down into groups of interested parties: owners, employees, and society at large. All of the groups exist in a state of tension because each seeks its own advantage. A line of equilibrium indicates the points at which the gains of both parties in the relationships are equivalent. (YLB)

ED 260 278 CE 042 291

Smith, Jeanne H.
A Functional Literacy Curriculum Resource Book Level 0-4.
Center for Literacy, Inc., Philadelphia, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Readi Programs; *Beginning Reading; *Functional Literacy; Functional Reading; Instructional Materials; Job Search Methods; Lesson Pla Reading Materials; Reading Skills; Resource Materials

This resource manual of ideas for incorporating functional litera applications into student lessons is intended for volunteers trained to teach one-to-one in adult literacy programs and for teachers of adult students. The ideas are designed to increase beginning student exposure to and familiarity with functional literacy materials. It provides relevant reading materials while reinforcing basic skills development. Introductory materials discuss use of the book, teaching of functional literacy, materials needed, and definitions of important terms. The chapters are arranged by topics. Each topic contains sample lessons or lesson suggestions. Topics include names and sounds of letters, key words for the sounds of letters, sight words in real life reading materials, vowel decoding, alphabetical order, numbers, number words, variations on language experience, reading "everything," using the Bible or other religious material as teaching tools, family reading, and literacy and employment. A goal-setting checklist is followed by a bibliography of resource materials for tutors and teachers and reading materials for adults. (YLB)

ED 260 292 CE 042 311

Honse, Elizabeth Linsenbardt
Food and Nutrition. Volume II. Units VI-VIII: Fruit, Fats, Vegetables, Legumes, Grains, Meats.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jul 84
NOTE- 698p.; Document contains colored paper.
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog Number HE-62-I: $25.00).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cooking Instruction; Course Descriptions; *Electrical Appliances; Energy Conservation; Equipment Evaluation; *Facility Planning; Food; *Foods Instructio *Home Economics; Learning Activities; Lesson Plans; Nutrition; *Nutrition Instruction; Secondary Education; Space Utilization

These instructional materials are intended as a guide for the instructor of a secondary home economics course in food and nutrition. Topics covered in the three units are time, energy, and resource management; selection, care, preparation, and storage of food (seven lessons on dairy foods; fats and oils; cereals and breads; fruits and vegetables; eggs, meats, and legumes; others; and food preservation); and meals for family and special occasions. Each unit or lesson may contain some or all of the following: unit (lesson) and specific objectives; lesson outline with suggested instructor activities, list of needed instructional materials, and list of references; notes to instructor; information sheets in outline form; handouts; transparency masters; assignment sheets; answers to assignment sheets; job sheets; unit (lesson) examination; and answers to examination. Instructors may choose from the assignments and learning activities and adapt them to their local programs. Units may also be supplemented with additional local resources. (YLB)

ED 260 377 CS 008 11

Newcastle, Helen; Ward, Barbara
Enriching the Classroom Reading Program.
PUB DATE- Mar 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Far West
Regional Conference of the International Reading Association (1
Portland, OR, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Teaching Guides (For Teacher) (052) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Reading; *Curriculum Enrichment; Elementary
Education; Literature Appreciation; Motivation Techniques; Prog
Development; *Reading Attitudes; Reading Centers; *Reading Habi
Reading Improvement; *Reading Instruction; *Reading Interests;
*Student Motivation; Teacher Role

If reading is to become a lifelong passion, teachers must striv encourage in students a lifelong interest in reading, and to improve their literature appreciation and critical reading abilities. Research indicates that teachers must enrich the readi curriculum beyond the basic skills program if children are to lea to love to read. Such an enrichment program should provide time i the daily schedule for (1) developing interest in self-selected reading material, (2) oral reading by the teacher, (3) silent reading, (4) interpretation and sharing activities related to reading, and (5) parent involvement in the reading program. A pla should be set aside within the classroom where reading activities may be carried on. The area should provide space for displays and audiovisual equipment, and approximately 3 to 5 books or items pe student or a collection of 100-150 items rotated at least once a month. The materials should be of high quality, and related to th interests and experiences of the age group. Time should be given for the encouragement of reading and use of the center, and for responding to the materials. Finally, such a program requires a teacher who is enthusiastic about reading, knowledgeable about materials, and eager to help students develop interest and enthusiasm in reading and give them appropriate guidance in makin reading selections. (A suggested schedule for a reading enrichmen program is included.) (HTH)

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ED 260 488 CS 505

McCroskey, James C.
A Trait Perspective on Communication Competence.
PUB DATE- May 85
NOTE- 13p.; Paper presented at the Annual Meeting of the
International Communication Association (35th, Honolulu, HI
23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Patterns; Communication (Thought Trans
Communication Research; *Communication Skills; *Interperson
Competence; *Research Methodology; *Speech Communication
IDENTIFIERS- *Communication Behavior

Communication competence has been approached primarily from
perspectives in the communication literature: (1) as cognitiv
understanding of communication, (2) as a capability of perfor
certain communication skills, and (3) as achieving effective
communication. Most scholars who write about communication
competence view competence either as a trait or as situation-b
Neither view is right or wrong. However, a preferable view is
that looks at communication competence on a continuum from the
extreme "traitist" perspective to the extreme "situationalist'
perspective. There are at least four identifiable points alon
continuum: (1) trait-like communication competence, representi
those who are competent in communication across contexts,
receivers, and time; (2) context-based communication competenc
representing those who are competent in communication within a
given type of context across receivers and time; (3) receiver-
communication competence, representing those who are competent
communication within a given receiver or group of receivers ac
contexts and time; and (4) situational communication competenc
representing those who are competent in a given context, with
given receiver or group of receivers, at a specific time. Thes
provide several very different, yet potentially very useful,
vantage points from which one may approach this area of study.

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ED 260 517 EA 017

Lounsbury, John H., Ed.
Perspectives: Middle School Education, 1964-1984.
National Middle School Association, Columbus, OH.
PUB DATE- 84
NOTE- 194p.
AVAILABLE FROM- Publication Sales, National Middle School
Association, P.O. Box 14822, Columbus, OH 43214 ($9.95; qua
discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Collected Works - General (020)
DESCRIPTORS- Curriculum Design; Elementary Secondary Educatio
Inservice Teacher Education; Instructional Design; Instruct
Development; *Intermediate Grades; Junior High Schools; Jun
School Students; *Middle Schools; Preadolescents; School
Supervision; Secondary School Curriculum; Teacher Education
IDENTIFIERS- National Middle School Association

This collection of essays provides extensive background inf
and varied views on the history, philosophy, and curriculum o
middle school as a movement or as an educational design for p
and early adolescents. After a brief prologue by editor John
Lounsbury, 14 essays by separate authors are presented: "The
High School: Successes and Failures" by George E. Melton; "Th
Middle School Emerges and Flourishes" by William M. Alexander
Nature of Transescents" by Donald H. Eichhorn; "The Functions
Middle Level Schools" by Gordon F. Vars; "Middle School
Instructional Organization: An Emerging Consensus" by Paul S.
George; "Balance in the Middle School Curriculum" by Mary F.
Compton; "Selecting Appropriate Instructional Strategies" by
A. Arth; "The Generics of Middle School Teaching" by Nancy Do
"Administering a Middle School" by Elliot Y. Merenbloom; "Pre
Teachers for the Middle School" by C. Kenneth McEwin; "Staff
Development and In-Service Education" by Conrad F. Toepfer, J
Synthesis of Research Findings on Middle Level Education" by
Howard Johnston; and "The Development of the National Middle
Association" by Winston Pickett. An epilogue follows, also by
editor, entitled "Unfinished Business: An Agenda for the Next
Decade." Appended are a list of the presidents of the Nationa
Middle School Association (NMSA), a directory of the authors
this volume, and a list of NMSA publications.(TE)

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ED 260 563 EC 180

G&T: Hicksville's School-Community Program.
Hicksville Public Schools, N.Y.
PUB DATE- May 81
NOTE- 269p.; Sample units are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Ed
Financial Support; *Gifted; Lesson Plans; *Program Develop
Program Evaluation; Scheduling; Talent; *Talent Identifica
Teaching Methods; Teaching Skills

Intended as a guide for initial program implementation, the
document presents an overview on programing for gifted and t
students. Chapter 1 reviews underlying philosophy and the ra
for program development. Goals and objectives are stated alo
a summary of teaching techniques and approaches for elementa
secondary students. Program organization and scheduling are
addressed in terms of team teaching arrangements. The chapte
teacher role presents reference materials regarding teaching
styles, significant behaviors for teachers of the gifted, an
checklist for teachers' self evaluation. The identification
is reviewed, and reference materials cover teacher, parent,
and self nominations of students to the program. Curriculum
criteria are noted and questioning techniques reviewed in th
chapter on curriculum--half of the document--which also incl
sample units in cultural arts, language, mathematics, scienc
social studies. Two final chapters address matters of progra
evaluation (sample forms included), and finance. (CL)

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ED 260 578 FL 015

Titone, Renzo
Early Bilingual Reading.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (0
Guides/Methods/Techniques (For Practitioners) - Classroom
Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Bilingual Education; *Bilingualism; *Classroom
Techniques; *Cognitive Development; *Early Reading; Litera
Reviews; Preschool Education; Questionnaires; *Reading Ins
*Research Methodology

This discussion reviews literature on early bilingualism a
reading in two languages and summarizes a research project a
developing the experimental conditions for teaching early bi
reading in institutional settings. The review notes positive
effects of early reading generally and of early bilingual li
on intellectual growth and general education. However, the
anecdotal information available needs support from well-grou
experimental research. An Italian research design was develo
examine the possibilities and effectiveness of learning to r
two languages, starting at age 4. The research project would
examine the correlations between early literacy and bilingua
development, early literacy and cognitive development, and e
bilingual literacy and the overcoming of cognitive and lingu
disadvantages of lower- income or immigrant children. A spec
reading kit suggesting appropriate classroom teaching techni
and a parent guidebook were developed, as well as a variety
and posttests and a parent questionnaire. The research proje
in use with some groups of bilingual and immigrant children
French-Italian, German-Italian, and Basque-speaking areas of
Europe; further applications in other language groups are
recommended. (MSE)

ED 260 178 [illegible] 041 346

How to Translate Volunteer Skills into Employment Credentials. Revised.
Maryland State Commission for Women, Baltimore.
PUB DATE [illegible]
NOTE [illegible]p.
LANGUAGE [illegible]
EDRS PRICE MF01/PC02 Plus Postage.
PUB TYPE Guides - Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS *Career Education; *Employment Qualifications; Employment Services; Evaluation Criteria; Evaluation Methods; *Females; Guidelines; *Job Application; Job Search Methods; Job Skills; *Resumes (Personal); *Transfer of Training; *Volunteers; *Work Experience
IDENTIFIERS *Maryland

This booklet was created to help women develop resumes and complete employment applications in order to translate their volunteer experiences into employment credentials. It can also serve as a guide to help employers evaluate a volunteer's experience. Procedures for evaluating volunteer experience are outlined following an introduction. Presented next are guidelines to assist employers and volunteers in making volunteerism work for them. Three case histories of women who succeeded in translating volunteer skills into employment credentials are presented. Concluding the guide are a list of additional resources, general Maryland resources, a list of local commissions for women and displaced homemaker centers in Maryland, and a list of the members of the Maryland Commission for Women. ([illegible])

ED 260 193   CE 041 982

Vocational Rehabilitation and End Stage Renal Disease. Proceedings of the Workshop (Denver, Colorado, December 11-13, 1979).

Emory Univ., Atlanta, GA. Regional Rehabilitation Research and Training Center.; George Washington Univ. Medical Center, Washington, DC. Rehabilitation Research and Training Center.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.; Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.
PUB DATE- 80
NOTE- 114p.
GRANT- 13-P-59196/4; 16-P-56803/3
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Coping; *Counseling; Counseling Techniques; Postsecondary Education; Vocational Evaluation; *Vocational Rehabilitation; Workshops
IDENTIFIERS- *Dialysis; *Kidney Disease; Sexual Adjustment

This document contains 12 papers presented to medical and vocational rehabilitation professionals on the topic of vocational rehabilitation and End Stage Renal Disease (ESRD) at a Denver conference in 1979. The following papers are contained in this report: "Rehabilitation and ESRD: Services with a New Thrust" by Kathleen E. Lloyd; "Medical Management of the ESRD Patient" by Alvin E. Parrish; "Hemodialysis--of Machine and Man" by Norman C. Kramer; "Adjustment to Dialysis--A Consumer Point of View" by John M. Newmann; "Peritoneal Dialysis--As a Long-Term Treatment Modality" by Michael I. Sorkin; "Transplantation--New Directions and Patient Selection" by Israel Penn; "Vocational Potential of ESRD Clients" by Helen L. Baker; "A Comparison of Long-Term and Short-Term Hemodialysis Clients" by Dorothy J. Parker; "Utilizing Work Potential--Vocational Assessment and Job Placement" by Sheldon Yuspeh and Kalisankar Mallik; "Sexual Adjustment and ESRD" by Gary T. Athelstan; "Adjustment to Transplantation--A Consumer Response" by C. Norman Weaver; and "Counseling the ESRD Patient for Vocational Planning" by Elizabeth Rose. A program evaluation and a list of workshop faculty and participants are included in the document. (KC)

ED 260 236 CE 042 217

McKinney, Lorella A.

Extending Horizons: Inservice Guide for Preparing School-Community Teams.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 85

NOTE- 205p.; For related documents, see CE 042 218-223.

AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Not available separately; set of seven documents, RD257--$30.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Behavioral Objectives; *Disabilities; *Education Work Relationship; Individualized Education Programs; Individualized Programs; *Inservice Education; Instructional Materials; *Job Placement; Postsecondary Education; Resource Staff; School Community Relationship; Secondary Education; *Social Support Groups; Special Education; *Team Training; Vocational Education

IDENTIFIERS- Individualized Employment Programs; *Support Services

This inservice guide and six companion documents comprise a series developed for assisting disabled persons in their transition from secondary and postsecondary vocational education to work. The model is designed to prepare support teams of school-community persons. This guide is intended for use by the field coordinator, administrator, and/or any other designee of the school-community site with responsibility for coordinating resource persons for supporting handicapped individuals in transition. It provides planning resources for conducting the preparation experiences for the support teams. Section 1 describes the inservice model and addresses the administrator and field coordinator roles in preparing the school-community liaison; the organization, procedures, and guidelines needed to identify those persons to be involved in the inservice experiences; and the youth to be supported. Plans for six inservice sessions follow. The following kinds of information are included for each session: session overview (time required, space requirements, purpose, objectives, content, resource requirements, activities), planning directions, content, resource information and related services, session description and plan, optional approaches, and masters. Session topics are orientation, expectations for employment, legislation and awareness, individualized education program development, employment service agencies, and job interview. A final section contains suggestions for mini-workshops. (YLB)

ED 260 249 CE 042 244

Towner, Rebecca
Career Education Learning Activity Packet for K-3.
Riverside County Superintendent of Schools, Calif.
PUB DATE- Sep 84
NOTE- 105p.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Change; Behavioral Objectives; *Career Awareness; *Career Education; *Daily Living Skills; Learning Activities; Primary Education; *Self Concept
IDENTIFIERS- *Economic Awareness; *Educational Awareness

This learning activity packet is designed to be adapted and used b teachers in a way that will benefit each student (readers and non-readers) and the class as a whole. Section 1 is a career education assessment tool for grades K-3. Section 2 is an activity guide that describes the career education objectives, activities, and resources relating to specific subject areas. Subject areas include language arts, social studies, and math. These objectives, resources, and activities are divided into six long-term goals within the first developmental stage, awareness. The six goals are self-awareness, occupational awareness, attitude development, educational awareness, economic awareness, and basic life and survival skills. Section 3 contains worksheets, lesson activity sheets (developmental stage, age level, goal, resource and location, objective, title, set-up, lesson, and followup), and discussion guides to be used with the activities. A listing of additional resources is appended. (YLB)

ED 260 264   CE 042 271

Kok, Marilyn R., Ed.
Employment-Related Instructional Materials. A Resource Guide. Vocational Special Needs Lending Library.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupationa Education and Technology.
PUB DATE- 83
NOTE- 25p.; For related documents, see CE 042 266-276.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Education; Classroom Techniques; Curriculum Development; Delivery Systems; Disabilities; Instructional Development; Instructional Materials; *Job Search Methods; *Libra Collections; Library Guides; Library Materials; *Mainstreaming; Postsecondary Education; Resource Materials; Secondary Education *Special Education; Student Evaluation; Teaching Methods; *Vocational Adjustment; *Vocational Education
IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials for and about employment-related instruction. Covered in the individual sections of the guide are the following topics: techniques for locating and obtaining jobs, steps in keeping a job, employment benefits, procedures for terminating employment, all-around tests related to employment skills, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN

ED 260 305 CE 042 379

Meyer, David P.

Underemployment from a Human Service Perspective. Information Serie
No. 303.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 77p.

CONTRACT- 400-84-0004

AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN303--$6.25).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Access to Education; Agricultural Laborers; Automation *Career Development; College Graduates; *Compensation (Remuneration); Economic Change; Education Work Relationship; *Employment Level; *Employment Patterns; *Employment Services; Employment Statistics; Females; Futures (of Society); Job Development; Job Search Methods; Job Skills; Labor Utilization; L Income; Minority Groups; Part Time Employment; *Underemployment; Unemployment; Work Attitudes; Working Hours; Youth

IDENTIFIERS- Comparable Worth

The issue of underemployment (a condition characterized by inadequate hours, inadequate income, and/or inadequate use of skills) is explored in this monograph. The methodology and vocabulary of underemployment are first examined, including a definition synthesis of hours worked, skill utilization, and compensation. The second section provides statistical measures of the incidence of underemployment for the following categories: part-time underemployed, and populations at risk--farmworkers, women, youth, minorities, and college graduates. Among the causes of underemployment described in the third section are the effects of automation, trade deficits and increasing foreign competition, high military spending, reduced Federal spending for retraining and enforcement of equal rights, increased employment of women, and declining union membership. Suggestions for career assistance specific to each type of underemployment are made. For those employed below skill level, recommendations are made for improved labor market information and public employment services, and changes in the relationship of schooling and work. The part-time underemployed could benefit from national commitment to full employment, changes in work attitudes, job search skill training, and job creation. Employability programs and comparable worth legislation are suggested to aid the low-income underemployed. Finally, from two scenarios about the future of work the author draws implications for underemployment and predicts future directions for skill utilization and pay equity. A summary of positive and negative trends leads to a conclusion of guarded optimism that the problems of underemployment are solvable. (SK)

ED 260 318 CG 018 411

Public Welfare of Juveniles. Hearing before the Subcommittee on the Constitution of the Committee on the Judiciary. United States Senate, Ninety-Eighth Congress, Second Session on S.520, a Bill t Promote the Public Welfare by Protecting Dependent Children and Others from Institutional Abuse and S.552, a Bill to Promote the Public Welfare by Removing Juveniles from Adult Jails. (June 14, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-98-1225

PUB DATE- 85

NOTE- 155p.; Some pages are marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; *Child Abuse; Children; *Correctional Institutions; Delinquency; *Federal Legislation; Hearings; *Institutionalized Persons

IDENTIFIERS- *Child Protection; Congress 98th; *Deinstitutionalization (of Delinquents); *Juvenile Justice

This document presents testimony and prepared statements from the Congressional hearing called to examine proposed legislation concerning the public welfare of juveniles. The two bills considered were proposed to promote the public welfare by protecting dependent children and others from institutional abuse (S.520) and by removing juveniles from adult jails (S.522). Opening statements from subcommittee chairman, Senator Orrin G. Hatch, and Senator Arlen Specter, are presented, and the texts of the two bills are provided. Testimony and prepared statements are given from an administrator from the Office of Juvenile Justice and Delinquency Prevention (OJJDP); a priest who is the director of Covenant House, a crisis shelter for homeless and runaway children and youths in New York City; a detective from the New York Police Department's Runaway Division; and representatives from the Youth Law Center in San Francisco, the National Coalition for Jail Reform, and the Division of Youth Services for Essex County, New Jersey. Other testimony is provided from a representative of the Juvenile Justice Center (JJC) of Pennsylvania and two young girls who were residents of the JJC Emergency Shelter Care. Opposition t the enactment of either bill from the United States Department of Justice is explained by the OJJDP administrator. Testimony in favo of and in opposition to the bills is given by other witnesses. Th appendix contains additional submissions for the record which include a letter from the county executive of Fond du Lac County, Wisconsin, and one from the Governor of Alaska explaining problems Alaska faces in complying with the Juvenile Justice and Delinquenc Prevention Act. (KGB)

ED 260 332 CG 018 425

Hyman, Randy E.

Do Graduate Preparation Progams Address Competencies Important to Student Affairs Practice?

PUB DATE- 1 Apr 85

NOTE- 22p.; Paper presented at the Annual Conference of the Nationa Association of Student Personnel Administrators (Portland, OR, March,31-April 3, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; *Competence; *Education Work Relationship; Job Skills; *Masters Degrees; Postsecondary Education; Professional Personnel; Program Effectiveness; Skill Development; *Student Evaluation; *Student Personnel Workers

Although much concern has been expressed about the quality of training and preparation of student affairs professionals, no studies have been reported which examine the perceptions of student affairs practitioners and faculty trainers regarding training for specified professional competencies. A national study was conducted to examine the perceptions of selected samples of 91 chief student affairs officers and 94 directors of housing at four-year postsecondary education institutions and 75 faculty members at institutions with departments offering master's programs in student personnel administration. A modification of the Tomorrow's Higher Education model enabled the identification of five competency categories of development: goal setting, consultation, communication, assessment and evaluation, and environmental and organizational management. Respondents rated 33 professional competencies within these categories indicating, for each competency, the extent to which they agreed that recent master's graduates possessed that competency and the extent to which they believed the competency was important for assuming an entry level staff position in student affairs. The results revealed significant differences between faculty and practitioners on graduates' competencies for each of the five categories, and for 29 of the 33 individual competencies. Faculty usually perceived students as possessing the competencies to a greater extent than did practitioners. All three samples rated each of the five categories as essential or important for assuming an entry level position in student affairs. Five data tables are provided. (NRB)

ED 260 346 CG 018 439

Mcloughlin, Caven S.
Advocacy in School Psychology: Problems and Procedures.

PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (17th Las Vegas, NV, April 8-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Advocacy; *Childrens Rights; Child Welfare; Confidentiality; *Counselor Client Relationship; *Counselor Role
Elementary Secondary Education; *Legal Responsibility; *School Psychologists

Inherent in the many roles of a school psychologist is a primary responsibility to act as a child advocate. Child advocacy carries with it a variety of definitions, all of which are concerned with aligning oneself with the cause of either an individual child or a group. Child advocacy involves asserting and defending those right of an individual or group which have been formalized in law and working to extend (through personal or political intervention, legislation and litigation) the children's rights to include those elements which have yet to be formalized. Advocacy has an extensiv heritage not only in the practice of law, but also in education related professions. Although it is relatively simple to recognize who is the legal advocate's client, the psychologist-as-advocate must recognize competing loyalties to self, employer, parent, the child, and others. Where children are concerned, psychologists do not, generally, hold the same privileged client relationship as th physician, lawyer, or theologian. If a student wishes to discuss sensitive matters with a psychologist, at the beginning of the discussion the psychologist may choose to dislose the potential limits of confidentiality. Although child advocacy can be emotionally painful, psychologists are in an ideal position to advocate for children. In so doing, they can also model justice fo children, help children understand their own rights and responsibilities, and help them become more effective as self-advocates. (NRB)

ED 260 360 CG 018 45

Ninnes, L. E.

On the Nature of Concepts.
PUB DATE- Aug 84
NOTE- 19p.; Paper presented at the Conference on Thinking (Cambr
MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Concept Formation;
*Phenomenology; Philosophy; *Psychology; Social Sciences; Theo
IDENTIFIERS- *Hegel (Georg Wilhelm Friedrich); *Knowledge

It is difficult to give a precise meaning to the term "concept
because to specify any sense to the term is already to be using
concepts. It is impossible to talk about concepts without at the
same time having made epistemological and metaphysical commitmen
If the epistemological and metaphysical commitments are inadequa
then the sense given to concepts will also suffer such fault.
Concepts will be systematically misunderstood and will give a
distorted view of reality. Some areas of psychology, social
science, and philosophy suffer from faults in the form of knowle
they have adopted. Hegel (1966) argues powerfully for the view t
all theories or points of view must be examined in terms of how
successfully they are able to achieve knowledge of their objects
Real knowledge will be arrived at, not by holding to one viewpoi
in opposition to the other views, but by working through points
view to see how they contribute to our understanding of human
thought. Psychology should recuperate its past and set to a seri
study and evaluation of Hegel's thought, his views on methods,
conceptualization, thinking, and experience. Hegel's demand is t
any form of knowledge be able to say what it knows in a way that
does not contradict its own standard. This involves the detailed
description of each form of knowledge on its own terms. This is
path to Science. (NRB)

ED 260 425 CS 209 2

Hult, Christine
A Study of the Effects of Word Processing on the Correctness of
  Student Writing.
PUB DATE- 12 Feb 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Confer
  on College Composition and Communication (36th, Minneapolis,
  March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction;
  Computers; Higher Education; *Word Processing; Writing Instru
  *Writing Research; *Writing Skills

A study was conducted to determine the effects of word proces
on the correctness of student writing. Student papers produced
the word processor were compared with those produced without th
word processor in two classes of freshman English--an experimen
and a control. The teacher attempted to keep the teaching metho
and curriculum in both experimental and control sections as nea
the same as possible, with the exception that students in the
experimental class used the word processor in the production of
their writing assignments, including proofreading and stylistic
programs available at the computer center as needed. The result
indicated that the experimental and control groups were very ne
alike in all of the correctness features analyzed except spelli
which could be accounted for by the experimental group's access
a spelling checker. These results suggest that the errors stude
make in hand-written papers are the same errors they make in
computer-produced papers. (EL)

ED 260 456 CS 209 28

Mallonee, Barbara
Charting Institutional Change.
PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Conferer
on College Composition and Communication (36th, Minneapolis, M
March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports -
Descriptive (Program/Project Descriptions) (141) Speeches,
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; Critical Thinking; *Educatio
Improvement; Higher Education; *Program Content; Program
Development; Teacher Attitudes; Teacher Role; *Writing Improve
*Writing Instruction; *Writing Research

One strategy used to improve teaching at Loyola College in
Baltimore, Maryland, is a six-year writing across the curriculum
project funded by the National Endowment for the Humanities.
Faculty from 14 departments spend a year teaming with a member o
the writing department; following that year of paired teaching,
content faculty become departmental writing coordinators. The fi
project will be a handbook on writing at Loyola. In evaluating t
writing across the curriculum program, two codirectors, with
professional assistance, developed a survey instrument, and the
faculty will be surveyed three times in five years, producing a
longitudinal survey. The first half of the survey assesses facul
attitudes, while the second half takes note of faculty practices
core courses and upper-division courses. The survey, administere
in May 1984, revealed that the overall tilt in attitude was towa
helping rather than harassing students. Unfortunately, the
practices did not accord with those generous attitudes. The bigg
goal of the program is to have all departments discover the type
of writing professionals do and then examine what cognitive skil
are necessary across the four-year undergraduate curriculum if
students are to be socialized into the discipline. (A copy of th
first survey instrument and a statement of goals for the program
are appended). (DF)

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ED 260 503 EA 017

Fair, Martha H.; And Others
Implementing Title IX and Attaining Sex Equity: The Administra
Role. Trainer Manual.
Colorado State Dept. of Education, Denver.
PUB DATE- 79
NOTE- 224p.; Adapted/adopted from materials prepared for the C
of Chief State School Officers, Title IX Equity Workshop Pro
Shirley McCune and Martha Matthews. For the participant workb
see EA 017 948.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; Administrator Role;
*Compliance (Legal); Educational Discrimination; Elementary
Secondary Education; Equal Protection; *Federal Legislation;
Nondiscriminatory Education; Orientation Materials; Sex Bias
Discrimination; *Sex Fairness; Training Methods; *Workshops
IDENTIFIERS- *Title IX Education Amendments 1972

The Title IX/Sex Equity training model is designed to assist
education personnel and interested citizens in the implementat
of Title IX of the Education Amendments of 1972 and the attain
of sex equity in education. This manual provides session outli
activities, and materials for elementary and secondary school
administrators in a six-hour Title IX/sex equity workshop.
Objectives of the session are (1) to share progress, problems,
concerns related to administration of Title IX compliance effo
and to review the five basic compliance procedures required by
Title IX regulation; (2) to provide participants the opportuni
consider the role of Title IX coordinator in their own agencie
(3) to consider problems related to the implementation of the
IX grievance procedure; (4) to provide a framework for
institutional self-evaluations under Title IX; (5) to provide
criteria for evaluating Title I compliance activities; and (6)
provide participants with problem-solving activities related t
Title IX compliance. Accordingly, the manual provides instruct
for a group session comprising 11 activities related to these
areas. Each activity consists of a lecture, individual activit
small group activities, and a large group discussion. 15
participant worksheets are included, along with a workshop
evaluation sheet and 11 appendixes providing various resources
the workshop. (TE)

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ED 260 533 EC 180

Gill, Wanda E.
Description of Internship at the Gallaudet College School of
Preparatory Studies.
PUB DATE- 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions
DESCRIPTORS- *College Preparation; College Students; *Deafnes
*Hearing Impairments; Higher Education; *Peer Teaching; *P
School Guidance; Program Descriptions; *Tutorial Programs
IDENTIFIERS- *Gallaudet College DC

The report presents findings from an internship at Gallaude
College and its programs for deaf and hearing impaired studen
The paper touches on the history of Gallaudet College, the
functions of Gallaudet's International Center on Deafness an
National Academy, which offers training to communities on
facilities for deaf and disabled people. The Gallaudet Colle
Preparatory Studies Program, designed to increase the likeli
that students accepted to Gallaudet will be retained and gra
is reviewed as are the components of the Peer Advisory Progr
Academic Development Team (ADT), and the Tutorial Center. Th
of peer advisors in counseling, advising, administration, an
setting are reviewed. The ADT features collaborative plannin
monitor development in personal identity, interpersonal skil
academic skills, aesthetic development, and physical-recreat
skills. The Tutorial Center offers services on a walk-in and
appointment basis. Academic policies of Gallaudet are consid
final section presents a summary of information gathered fro
internship, including a list of other postsecondary programs
deaf students, an analysis of the communication controversy,
description of the spring, 1984 International Symposium on
Deafness, a synopsis of other research on the deaf, and a
seven-page bibliography. (CL)

ED 260 393 CS 208 904

Spielberger, Jeffrey, Ed.; Slaughter, Virginia, Ed.
Images and Words: Using Film to Teach Writing. A Special Issue of
Resource.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- Jan 85
NOTE- 93p.; A publication of the Instructional Resource Center.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniqu
(For Practitioners) - Classroom Use - Teaching Guides (For Teac
(052)
DESCRIPTORS- Documentaries; *Film Criticism; Filmographies; *Film
*Film Study; Higher Education; *Integrated Activities; Literatur
Appreciation; Visual Literacy; *Writing Instruction; *Writing
Processes; Writing Skills
IDENTIFIERS- *Writing Assignments

Reflecting the theories and practices of effective teachers who a cross-disciplinary approach to enhance writing instruction, thi collection of essays is designed to make writing teachers aware o the various possibilities for using film in their classrooms. The ten essays focus on the following topics: (1) combining essay reading and writing with film study in basic composition courses; (2) using films for brainstorming sessions, free-writing exercise and journal-based assignments; (3) developing a series of three documentary films on the subject of the writing process; (4) givi shape to prose through the use of nonfiction films; (5) using documentary films in the writing classroom; (6) using films in conjunction with literature and composition assignments to develo skills of analysis, interpretation, and argumentation; (7) enhancing students' writing skills through the use of televised drama; (8) using commercial motion pictures for both inclass and home writing assignments; (9) illuminating aspects of written language through the use of "film language"; and (10) teaching writing using an approach based on the analogy of film as composition. Three bibliographies include references for further reading, films listed thematically, and films available through th City University of New York Consortium. (HOD)

ED 260 441 CS 209 23

MacFarlane, Andrew, Ed.
Byline Canada: The 1984 National Newspaper Awards.
REPORT NO.- ISBN-0-458-97670-9
PUB DATE- 84
NOTE- 215p.; For the 1982 Awards edition, see ED 252 844.
AVAILABLE FROM- Methuen Publications, 2330 Midland Ave., Agincou
Ontario, Canada M1S 1P7 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Awards; *Journalism; *Newspapers; Professional
Recognition
IDENTIFIERS- *Canada

Representing some of the best of current Canadian newspaper journalism, the winning entries from the National Newspaper awar for 1983 are presented in this collection. Material in this book about each of the journalists includes a brief biography, the pr winning piece of writing, and an interview between the editor an the journalist. The book also contains work of winners in the ar of photography and editorial cartooning, and a list of national newspaper award winners since 1949. The winning journalists and their fields are the following: John R. Walker, enterprise reporting; Robert Martin, sports writing; Veronica Milne, featur photography; Allan Fotheringham, columns; Terry Moore, editorial writing; Dale Cummings, cartooning; Ian Urquhart, spot news reporting; Chris Mikula, spot news photography; John Bentley May critical writing; and Bill McGuire, feature writing. (EL)

ED 260 473 CS 505 0

"Stage 40" Handbook.
Mill River Union High School, North Clarendon, VT.
PUB DATE- 83
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Gener
(050)
DESCRIPTORS- Acting; Clothing Design; *Drama; Dramatics; *Produ
Techniques; *Theater Arts; Theaters
IDENTIFIERS- *Repertory Companies

The policies, purposes, and guidelines of "Stage 40," an educational repertory company for students, are presented in th paper, which also explains how the company functions. The paper discusses the company's history, the relationship between the company and academics, and the responsibilities of a company member. Letters by the board members concerning what their membership has meant to them, as well as the company constituti and an explanation of the point system used in classifying the actors are included. (DF)

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ED 260 549 EC 180

Schreiber, Meyer S., Ed.
Siblings, Parents and Professionals Working Together to Advar
Knowledge and Service. Proceedings of the Annual National S
Dealing with Siblings of Mentally Retarded and Developmenta
Disabled Persons. (2nd, New York, New York, June 11-12, 198
Association for the Help of Retarded Children, New York, N.Y.
Univ. of New York, N.Y. Hunter Coll.; Kean Coll. of New Je
Union.
PUB DATE- Jun 84
NOTE- 83p.; Also sponsored by the Westchester County Medical
Mental Retardation Institute.
AVAILABLE FROM- Association for the Help of Retarded Childre
Park Ave. S., New York, NY 10003 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Childrens Literature; *Developmental
Disabilities; *Family Relationship; Institutionalized Pers
Intervention; *Mental Retardation; Parent Attitudes; Resea
Needs; *Siblings

Eleven papers from a June, 1984, seminar on siblings of me
retarded and developmentally disabled persons are presented.
following papers are included: "An Adult Sibling Network: A
of Experiences" (B. Cohen); "Siblings as Change Agents for T
Brothers and Sisters: Opportunity or Problem?" (G. Wolpert);
Siblings: The Forgotten Ones Who Got Together to Talk" (R.
Medicus); "Siblings as They Appear in Children's Literature"
Moore); "Brothers and Sisters of Handicapped Children in Fos
Care" (S. Young); "Some Observations Concerning Jewish Sibli
(C. Horowitz); "Life Style Development of Siblings of Specia
Children: An Adlerian Approach" (B. Fairfield);
"Institutionalization of Siblings: What Constitutes Continui
Sibling Responsiblity?" (C. Sussman and M. Wolfe); "The Sibl
Perspective: A View of the Handicapped Child in the Family Sy
(S. Kramer); "The Sibling Child: Identifying and Working wit
Siblings of the Family with a Developmentally Disabled Child
Silverstein); "Needed Research Thrusts Concerning and Involvi
Siblings" (M. Schreiber). The document concludes with report
three discussion groups: adult siblings, parents, and
professionals. (CL)

ED 260 179   CE 041 415

August, Bonne
Getting Started: Adult Education, Reading, and Writing. An Annotated List of Bibliographies for Youth and Adult Literacy Programs.
Literacy Assistance Center, New York, NY.
PUB DATE Oct 84
NOTE 24p.; For related documents, see CE 041 416-417.
LANGUAGE English
EDRS Price MF01/PC01 Plus Postage.
PUB TYPE Reference Materials - Bibliographies (131)
DESCRIPTORS *Adult Basic Education; *Adult Literacy; *Adult Programs; Annotated Bibliographies; Content Area Reading; *Literacy Education; *Reading Materials; Secondary Education; Textbooks; Workbooks; *Writing (Composition); Youth Programs

This annotated list of nine bibliographies in the fields of adult basic education, reading, and writing is the first step in guiding adult literacy programs, especially in New York City, to choose the best and most appropriate materials for use by their students and staff. The bibliographies have three important characteristics: (1) wide range of materials from a variety of sources or materials not easily found elsewhere; (2) clear, accurate, and informative annotations; and (3) focus on reading and writing for English speakers who read at 0 to eighth grade levels. The bibliographies describe a range of materials for these purposes: general interest, reading for enjoyment, reading in the content areas, life skills, reading and language texts or workbooks, and writing. The annotations include information in this format: title, compiler(s), date of publication, target population (students or staff), size and type of program suggested for reading level (and what this is based on, if given), selection policy (a brief description or list of criteria, if given), annotation (each includes sample entry, mentions special features and gaps), and ordering information. (YLB)

ED 260 209 CE 042 033

Allen, Robert

The Impact of Technology on Hawaii's Automotive Mechanics: An Analysis with Recommendations. Technological Impact Study Series.

Hawaii State Commission on Manpower and Full Employment, Honolulu.

PUB DATE- Sep 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Auto Mechanics; Curriculum Development; Educational Change; Educational Improvement; *Educational Needs; Educational Policy; Interviews; Job Skills; Job Training; *Labor Needs; Labor Supply; Needs Assessment; Policy Formation; Postsecondary Education; Program Content; Relevance (Education); Secondary Education; *Statewide Planning; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Hawaii

Because of the increasing use of microelectronic componentry in automobiles, vocational educators must reexamine existing automotive mechanics curricula to ensure that they can continue to provide relevant job training. After examining recent trends in the impact of computers and electronics on automotive design and engineering, existing auto mechanics curricula in Hawaii, and the views of selected automotive technology professionals in the State, the Hawaii State Advisory Council on Vocational Education recommended that (1) curriculum content identification and validation surveys of automotive service industry employers be conducted to reflect recent technological innovations in the field; (2) individualized, self-study courses be developed to enable high school automotive technology (AMT) students to gain advanced diagnostic, repair, and servicing skills; (3) horizontal articulation among community college AMT programs be examined; (4) alternative curricula be developed to improve the delivery of AMT training; and (5) the requirement that graduates of two-year AMT programs work for at least one year before taking the written portion of the State's motor vehicle mechanic certification test be eliminated. (Appendixes to this report contain a discussion of the technological innovations in the Toyota FX-1, motor vehicle certification examination results, and a description of the organization of AMT curricula by proficiency level.) (MN)

ED 260 223 CE 042 058

Swanson, Richard A., Ed.; And Others
A View of Industry.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- 83
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communications; Construction (Process); *Curriculum; *Definitions; Evaluation Methods; *Industrial Education; *Industry; Literature Reviews; Manufacturing; Matrices; *Models; *Postsecondary Education; Power Technology; Synthesis

This monograph describes industry at a point in time from the perspective of the faculty in Industrial Education at the University of Minnesota. Section 1 describes the effort to define industry from the perspective of the industrial, business, and economic literature. The remainder of this section is divided into the two components of analysis and synthesis. The analysis of the literature provides the basis of a more articulate definition of industry. Industry is defined as the sector of economic activity that produces and services goods. This analysis section is organized by two major perspectives: understanding industry through definition and understanding industry through classification. The synthesis section discusses the implications for industrial education in terms of proposed curriculum boundaries and structure. Section 2 produces an explicit model of industry using both the definition and classification levels discussed in Section 1. The industry definition is reiterated, and four industry clusters are established: manufacturing, construction, communication, and power. Cluster matrices and accompanying definitions provide explicit industry content boundaries for industrial education. Each matrix contains two major axes. Vertical axes define a process unique to the cluster; horizontal axes describe the industry applications unique to the cluster being presented. (YLB)

ED 260 250 CE 042 246

Harris, E. Edward
Entrepreneurship Education: Profiles of Programs in Illinois.
Northern Illinois Univ., De Kalb. Coll. of Business.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept.
of Adult, Vocational and Technical Education.
PUB DATE- Jul 85
NOTE- 216p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Business Administration; Careers; *College Programs; Course Content; *Course Organization; Education Work Relationship *Entrepreneurship; Occupational Information; Postsecondary Education; Program Content; Program Descriptions; *Program Implementation; *School Activities; Secondary Education; Small Businesses
IDENTIFIERS- *Illinois

This document provides resource listings and abstracts of entrepreneurship education programs currently being offered at the secondary and postsecondary levels (public and private) in Illinois. Projects included in the guide were chosen as a result of a survey of 3,000 schools in Illinois. The programs are listed in three sections: those offered by secondary schools, by community colleges, and by four-year colleges and universities. Each listing includes the name of the education agency, key administrators, key instructional personnel, contact person, agency, and address; program information (including course title, how course is taught, program objectives, instructional materials used, and plans for expansion); and student data (number enrolled annually, average enrollment by grade level, student recruitment, and existence of success stories). The catalog provides two-page descriptions of 38 secondary entrepreneurship programs, 40 community college programs, and 26 four-year college and university programs. (KC)

ED 260 279 CE 042 293

Paukert, Liba
The Employment and Unemployment of Women in OECD Countries.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12570-1
PUB DATE- 84
NOTE- 90p.
AVAILABLE FROM- OECD Publications and Information Center, Suite 120
1750 Pennsylvania Avenue, NW, Washington, DC 20006-4582 ($11.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Employed Women; *Employment; *Employment Patterns; *Females; Foreign Countries; Labor Force; *Labor Supply; Salary Wage Differentials; *Unemployment

This report examines the major trends in women's employment and unemployment over the past two decades in Organisation for Economic Co-operation and Development member countries. Employment and unemployment trends in the labor force by sex are first considered. The report next examines the growth of the female labor supply and the trends in the labor force participation of women with an analysis of the factors responsible for these developments. It then analyzes the growth of the demand for female labor sector by sector and the development of part-time work, short-term and casual employment, the impact of technological change, and male and female earnings differentials as they have characterized female employment trends. On the basis of these developments, which are reviewed on the two sides of the labor market, the report examines in a comparative way the movements over conjunctural cycles of male and female unemployment and the reasons for its development. Twenty-three tables are included. (YLB)

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ED 260 293 CE 042 314

Campbell, Clifton P.
Working Partnerships: A Joint Venture in Vocational Education.
PUB DATE- 22 Aug 85
NOTE- 23p.; Presented at the Industry-Government-Education Partnership Conference for Economic and Business Development (Nashville, TN, August 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Responsibility; Cooperative Education; *Cooperative Programs; *Demonstration Programs; Educational Benefits; Educational Needs; Educational Planning; *Education Wor Relationship; Institutional Cooperation; Program Implementation; *School Business Relationship; School Role; Secondary Education; *Vocational Education
IDENTIFIERS- *Joint Ventures in Vocational Education

Joint Ventures in Vocational Education projects link participatin businesses with secondary vocational programs in a cooperative relationship. These are voluntary arrangements between vocational programs and a public or private sector agency that combine the energies and resources of the partners to enrich various aspects of the vocational education process. Joint Ventures are one of the best ways to encourage greater business and community involvement in support of public vocational education. Joint Ventures are especially attractive because of their simplicity and flexibility. Individual vocational programs and their partners can develop activities at their own pace. Types of partnership activities vary; they may include classes for students at business sites, joint development of curriculum, summer job programs for youth, career education and exploration, school staff internships, mini-grants to supplement school programs, field trips, shop or classroom speakers, tutoring assistance, and loaned executives. Joint Ventures foster special bonds of cooperation and mutual respect between schools and the communities they serve. Both partners can benefit greatly. (Appendixes to this paper answer questions about Joint Ventures, provide an example of a brochure concerning Joint Ventures, and describe projects that have been conducted similar to Joint Ventures.) (KC)

ED 260 378 CS 008 11

Mathews, Paul J.; And Others
The Use of Readability Formulas in Patient Education Materials.
PUB DATE- Jul 85
NOTE- 30p.; Paper presented at the American Association for Respiratory Therapy Summer Forum (Reno, NV, July 26-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Guides; Health Education; *Hea Materials; *Patient Education; *Patients; *Readability; *Readin Ability; *Reading Skills
IDENTIFIERS- *Patient Education Materials; SMOG Readability Formu Stendahl Readability Formula

A study was conducted to determine the SMOG readability formula scores of currently available patient education materials. It was hypothesized that the reading level of the materials would be higher than 7.5, the reading level of the average American citize and that there would be a significant reduction in the measured document reading levels if key terms were assumed to be known (pre-taught) and were counted as one syllable words on the SMOG. The SMOG readability grade levels of 10 sample education pamphlet dealing with respiratory diseases were determined. Results indicated that the lowest SMOG grade level on the materials was 2.92 levels above the population mean, 7.5; and that assuming knowledge of key terms and counting them as one syllable words fo SMOG calculations reduced the lowest level to 1.98 grade levels above 7.5. The results suggest that readability formulas have a potential role in the evaluation of patient education materials, but that this potential may be limited to serving as a guideline. They also suggest that assessment of the patient's educational level be incorporated into patient evaluations, and that the inclusion of a vocabulary at the beginning of each document would result in a more readable and therefore more valuable document. (

ED 260 408 CS 209 17

Miller, Larry
Computers and the Language Arts.
PUB DATE- Jun 84
NOTE- 17p.; Paper presented at the Colloquium on Canadian Researc
  Reading and Language Arts in Canada (Lethbridge, Alberta, Canad
  June 7-9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed
  Instruction; Computers; *Computer Software; Elementary Secondar
  Education; *Language Arts; *Reading Instruction; Teaching Metho
  *Writing Instruction

Current approaches in developing and applying computer assiste instruction in language arts are described in this paper, which presents diverse positions along a continuum of perspectives and draws contrasts between a reductionist or subskill approach and a whole language emphasis. The paper discusses three predominant computer applications in teaching composition: teaching writing through knowledge of grammar; leading students through the writir process, using computed-based tutorials; and combining the talent of teachers with word processing programs. The paper then explore the capability of the computer to teach reading--using both subskills and a whole language approach. Finally, issues importan to the future use and development of this technology are discusse and recommendations for new language arts software are presented. (DF)

ED 260 426 CS 209 2

Meltzer, Lynn J.; And Others

A Developmental Study of the Components of Written Language in Children with and without Learning Difficulties.

PUB DATE- Apr 85

NOTE- 33p.; Paper presented at the Annual Meeting of the Americ Educational Research Association (69th, Chicago, IL, March 31 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conferer Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Cognitive Processes; Compara Analysis; Elementary Secondary Education; *Language Processin Language Skills; *Learning Disabilities; Psychomotor Skills; Spatial Ability; *Writing Difficulties; Writing Evaluation; *Writing Research; Writing Skills; *Written Language

A study was conducted to examine the associations among the processes, skills, and content of the writing of children aged through 14 years. A further objective was to explore the impact developmetal changes by comparing the performance of children a the 9-10, 11-12, and 13-14 year age-levels. Subjects were 340 average students and 268 students with learning difficulties. T writing tasks were designed to evaluate written output under increasingly demanding requirements for processing, memory, and organization: timed alphabet production, timed sentence memory items, and timed paragraph writing task. Each child's performan was rated for speed, motor fluency, quality of symbol productio and spatial organization. The results revealed significant differences between normal achievers and the learning difficult group on virtually all writing measures. In particular, the children with learning difficulties showed significantly more problems on each of the nine processing measures of writing efficiency, including motor fluency, symbol production, and spa orientation. They also wrote shorter paragraphs, used grammatic simpler sentences, and displayed a higher prevalence of semanti and syntactic confusions. The results suggest that children wit learning difficulties struggle not only with the complex langua and cognitive components of written output, but also with the b prerequisites for writing efficiency that have already been acquired by their peer group. (HTH)

ED 260 489 EA 017

Fielding, Glen D.; Schalock, H. Del
Promoting the Professional Development of Teachers and
Administrators. ERIC/CEM School Management Digest Series, Nu
31.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; O
Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D
REPORT NO.- ISBN-0-86552-088-7
PUB DATE- 85
NOTE- 83p.
CONTRACT- 400-83-0013
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educa
Management, University of Oregon, Eugene, OR 97403 ($5.95 pr
quantity discounts; $2.00 added for shipping and handling on
invoiced orders).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ER
Information Analysis Products (071) Guides/Methods/Technique
Practitioners) - Non-Classroom Use (055) Other/Miscellaneous
Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Responsibility; Elementary Secondar
Education; Guidelines; *Inservice Education; Inservice Teach
Education; Management Development; *Organizational Developme
Organizational Effectiveness; Peer Evaluation; Principals;
*Professional Continuing Education; *Professional Developmen
Program Effectiveness; Program Implementation; *Staff Develo
Teacher Improvement
IDENTIFIERS- Center for Educational Policy and Management OR

This monograph highlights important findings and guidelines
have emerged from over a decade of research at the University
Oregon's Center for Educational Policy and Management (CEPM)
concerning the continued professional development of school
personnel. After a brief introduction, the booklet is divided
three sections. The first, "Foundations," introduces a framewo
for thinking about continued professional development. The
framework identifies key factors in analyzing or designing a
professional development program and introduces basic concepts
This is followed by a brief review of prevailing staff develop
practices. The second section, "Research and Development," con
of three chapters that describe CEPM-affiliated projects aimed
increasing the effectiveness, respectively, of teachers, progr
and the organization as a whole. Section 3, "Action," presents
guidelines for district administrators in designing profession
development programs and for principals in implementing them a
school level. The booklet closes with a discussion of challeng
that lie ahead for professional development. A bibliography is
included. (TE)

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ED 260 564 EC 180

Cooperative Organization for Program Excellence (COPE): Inse
Training Model for Beginning Newport News Public Schools S
Education Teachers.

Newport News Public Schools, Va.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description
DESCRIPTORS- *Beginning Teachers; Disabilities; Elementary S
Education; *Inservice Teacher Education; *Peer Teaching; S
Education; Teamwork
IDENTIFIERS- Cooperative Organization for Program Excellence

The COPE (Cooperative Organization for Program Excellence)
in Newport News, Virginia, is designed to bridge the gap bet
academic theory and practical application for teachers new t
field of special education. The program uses peers as suppor
partners to help new teachers set up classroom programs and
organizations, fulfill Individualized Education Program
requirements, share materials, and respond to problems and
questions of teaching. Master teachers are identified for ea
level of instruction (elementary, middle school, and high sc
and an evaluation design incorporates feedback from particip
teachers, team members, and program coordinators. Sample let
beginning teachers and their principals are appended along w
evaluation forms and the list of duties of peer partners. (C

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ED 260 579 FL 015

Kitao, Kenji; Kitao, S. Kathleen
Effects of Social Environment on Japanese and American Commu
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description
DESCRIPTORS- Comparative Analysis; *Cultural Differences; En
*Group Behavior; *Individualism; *Intercultural Communicat
Japanese; Literature Reviews; *North American Culture; *So
Environment
IDENTIFIERS- *Japanese People

The social backgrounds of Japanese and Americans differ in
that impede complete communication. The Japanese people,
historically controlled by the forces of nature, have formed
as the minimum functioning social units. The individual is o
part of the group, and individual rights and obligations hav
been clearly developed. Disagreement, if expressed, is expre
ambiguously. Relationships are vertical, and people must dete
the level of politeness to use in interactions. To maintain
harmonious relationships, good speakers place themselves bel
listeners, sometimes not saying enough and expecting the lis
to understand by inference. Since the subject of a sentence
often not stated, speakers may give their opinions as someone
else's or someone else's opinions as their own. In contrast,
English-speaking peoples historically have not been as depen
each other for survival; individualism and privacy are
well-developed, and individual rights and obligations are cle
Individuals express their own opinions and emotions clearly.
relationships are horizontal, and people like to think of
themselves as equal to everyone else. This is expressed in
gestures, manners of speaking, and eye contact. Teaching the
cultural differences in language classrooms would help impro
intercultural communication. (MSE)

ED 260 194 CE 041 985

Mueller, James

Designing for Functional Limitations. The Worksite. Revised.

George Washington Univ., Washington, DC. Job Development Lab.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Aug 80
NOTE- 153p.; The modification pages contain in the background detailed specifications for the worksites which are in the introduction; this background material will have poor reproducibility.
GRANT- 16-P-56803/3-15
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Adaptive Behavior (of Disabled); Adults; *Design Requirements; Disabilities; *Models; *Normalization (Handicapped); Occupational Safety and Health; Physical Mobility; Rehabilitation; Vocational Adjustment; *Vocational Rehabilitation; *Work Environment

This resource presents the functional effects of chronic disabilities in order to aid those persons who must plan environments usable by persons with disabilities. The guide does not concern architectural accessibility per se, but rather discusses designing the worksite to be usable by a disabled person. In the guide, drawings are provided for office (worksite 1) and factory (worksite 2) settings for each of the following disabilities: difficulty in interpreting information; limitation of sight; limitation of hearing; limitation of speech; susceptibility to fainting, dizziness, and seizures; incoordination; limitation of stamina; difficulty in moving head; limitation of sensation; difficulty in lifting and reaching with arms; difficulty in handling and fingering; inability to use upper extremities; difficulty in sitting; difficulty in using lower extremities; and poor balance. Guidelines are given for making the worksite usable by persons with each of these limitations. The guide also includes a bibliography and a list of suppliers of products mentioned in the guide. (KC)

ED 260 265 CE 042 272

Kok, Marilyn R., Ed.
Limited-English Proficiency. A Resource Guide. Vocational Special Needs Lending Library.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupationa Education and Technology.
PUB DATE- 84
NOTE- 32p.; For related documents, see CE 042 266-276.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Techniques; Curriculum Development; Disabilities; Educational Needs; Educational Research; Instructional Materials; *Library Collections; Library Guides; Library Materials; *Limited English Speaking; *Mainstreaming; Postsecondary Education; Research Reports; Resource Materials; School Counseling; Secondary Education; *Special Education; Stude Evaluation; Student Needs; *Teaching Methods; *Vocational Educati
IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials for use with and about limited-English-proficient vocational students. Covered in the individual sections of the guide are the following topics: programmatic considerations; information for teachers and other educators; instructional materials for students with limited reading ability in English; assessment and guidance; research reports; resources of general interest related to limited English proficiency; and bibliographies, directories, and resource lists. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 333 CG 018 426

Handelsman, Mitchell M.; McLain, Joanne

Effects of Sex, Intimacy, and Involvement on Acceptance of Generalized Personality Feedback.

PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Feedback; Friendship; Higher Education; *Participation; *Personality Assessment; Psychological Testing; Recall (Psychology); *Sex Differences; *Test Interpretation
IDENTIFIERS- *Barnum Effect; *Intimacy; Male Female Relationship

Although much research has examined the acceptance of psychologic test feedback in an assessment/therapeutic setting, all of this research has been concerned with one-to-one relationships. A study was undertaken to assess the impact of test feedback about one partner on both members of a male-female couple. Male (N=48) and female (N=48) college students were assigned to male-female pairs. Half the couples were randomly paired strangers, half were paired with intimate partners. Subjects were randomly assigned to be participants who received feedback about themselves or observers who received feedback about their partner. Participants took a form of the Rorschach Inkblot Test and received in the presence of their partner a standard Barnum personality interpretation, purportedly derived from the test. Participants and observers individually rated how accurate they felt the interpretation was, recalled interpretative statements, and completed other relevant questionnaires. The results indicated that intimate couples rated the feedback as more accurate, remembered more of the feedback, reported more faith in psychological tests, and rated experimenter skill higher than did strangers. Male participants rated the feedback as more accurate than did male observers, suggesting that males may be more receptive of feedback in couples if they themselves have taken the test. (NRB)

ED 260 347 CG 018 440

Smith, Kyle D.

Effects of Prosocial Television Programming on Viewer Self-Perceptions.

PUB DATE- 20 Apr 85

NOTE- 22p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Change; College Students; Higher Education; *Interpersonal Communication; Modeling (Psychology); Observation *Prosocial Behavior; *Self Disclosure (Individuals); *Self Evaluation (Individuals); Television Research; *Television Viewi

Moderate amounts of self-disclosure and willingness to let other disclose are considered essential in moving from casual to lasting relationships. Self-disclosure, however, is a private behavior which is seldom observed directly. Television provides a unique opportunity for the observation of otherwise personal behaviors, and may affect viewers' behavioral decisions. To quantify the impact of prosocial, self-disclosing behavioral content in television programming on viewers' self-disclosure responses, 32 college students completed questionnaires on their television and movie viewing habits and on their ease of self-disclosure. Subject randomly assigned to the experimental condition watched vignettes from popular television programs which exemplified positive other-directed disclosure behavior. Both experimental and control subjects then taped a positive self-disclosing message to their closest same-sex friend and rated their own tapes according to how personal their messages were. Tapes were also rated by three judges. The results indicated that compared to control subjects experimental subjects rated their own tapes as significantly more personal in content. Ratings by judges, however, did not corroborate the self-perceptions of the experimental subjects. These findings suggest that exposure to prosocial self-disclosure in television programing does induce a positive shift in subjects' self-perceptions of subsequent disclosure behavior, although the observer-rated quality of this behavior may not be affected. (NRB)

ED 260 361 CG 018 45

Pickens, Keith
The Young and the Volatile: Coping with Solvent Abuse.
New Zealand Council for Educational Research, Wellington.
REPORT NO.- ISBN-0-908567-43-X
PUB DATE- 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Children; *Drug Abuse; *Drug Educati
  Drug Rehabilitation; Elementary Secondary Education; Foreign
  Countries; Health; High Risk Persons; Parent Counseling;
  *Prevention
IDENTIFIERS- *Glue Sniffing; New Zealand; *Solvents

This report on sniffing behavior and solvent abuse among child and adolescents *is intended for use by health and education* professionals. A brief historical overview of solvents used, methods of use, and effects is provided. Three types of sniffers (experimenters, social users, chronic abusers) are identified, a age data, children at risk, and incidence data are discussed. Symptoms of sniffing are listed, steps to take when a child is discovered sniffing are enumerated, and suggestions are made for following through on suspicions of sniffing. Risk factors involv in sniffing are examined, including health dangers, sniffing-related injuries and accidents, and other dangers. Practical suggestions are made about initial interventions and about programs of education, prevention, and treatment. For teaching about the dangers of sniffing, a casualty-reduction approach designed to encourage a trend toward less dangerous kin of sniffing is presented, and problems with this approach are discussed. High fear and information approaches are also considered. Non-specific prevention measures are described, alon with considerations of controlling or treating solvents. Suggestions are given for counseling and therapy and for working with parents and with professionals. A general guide to chemical in sniffed products and a list of further reading in several are are provided. (NRB)

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ED 260 442 CS 209 23

Davis, G. Michael
A Plan for English Curriculum Development for the Renaissance Eighties.
PUB DATE- 16 Nov 84
NOTE- 30p.; Paper presented at the Annual Meeting of the Nationa Council of Teachers of English (74th, Detroit, MI, November 16 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Curri Enrichment; Curriculum Evaluation; *Curriculum Research; *Engl Curriculum; English Instruction; *Models; Secondary Education; Staff Development

A curriculum development model advanced by Allan A. Glatthorn Guide for Developing an English Curriculum for the Eighties" was field tested in a public high school setting. The model consists five parts: staff development, curriculum mapping, development o scope and sequence chart, evaluation and modification of the tau curriculum, and development of the curriculum document. The mode was adapted to include (1) consultation with administrators, teachers, and a committee of experts; (2) teacher-generated curriculum; and (3) production of a flexible curriculum document the form of a loose leaf curriculum notebook. The curriculum notebook contained only the mastery curriculum--that part of the curriculum that was to be mastered by all students. Results of field testing indicated that the model was a practicable and desirable method for bringing curriculum scholarship into the classroom, accommodating state and local constraints, encouragin teacher input, and providing for instructional accountability, while honoring teacher autonomy. It proved to be a comprehensive "Renaissance" curriculum development plan in that it was idealistic, realistic, sensible, and appreciative of the talents individuals. (Author/HOD)

ED 260 457 CS 209 28

Clark, Irene Lurkis
Listen to This and Tell Me How It Sounds: Readability/Listenabil
Connections.
PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Confere
on College Composition and Communication (36th, Minneapolis, M
March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Expository Writing; Higher
Education; *Holistic Evaluation; *Listening; Narration; *Readi
Aloud to Others; *Writing (Composition); *Writing Evaluation;
*Writing Research
IDENTIFIERS- *Listenability

Noting that writers frequently use reading aloud to evaluate written drafts, two studies were conducted to determine the exte to which holistic scores assigned by readers to college freshman essays correlated with holistic scores assigned by listeners. On study used 39 narrative essays, the other used 39 expository essays. The results of the first study revealed a strong correlation. The correlation in the second study was even strong surprisingly, since the narrative essay would logically seem to lend itself more easily to reading aloud than an expository essa These results suggest that those qualities of written discourse most emphasized in holistic evaluation (task fulfillment, conten and structure) can be discerned by listening as well as by readi and that as far as those aspects of discourse constitute the readability of a text, readability is roughly comparable to "listenability." However, in both studies there was a certain amount of non-shared variance, and a difference in means of almo a full point between the scores assigned by readers and those assigned by listeners, these latter being generally higher. This suggests that some facets of written discourse, most likely spelling, punctuation and mechanics, cannot be discerned easily listeners. (Tables of data are included.) (HTH)

ED 260 474 CS 505

What Changes Are Most Needed in the Procedures Used in the Unit
States Justice System? National Debate Topic for High School
1983-1984, Pursuant to Public Law 88-246. Senate, 98th Congre
1st Session, Document No. 98-5.

Library of Congress, Washington, D.C. Congressional Research S
PUB DATE- 83
NOTE- 909p.; Document contains many pages of small print.
LANGUAGE- English
EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Court Litigation; *Court Role; Courts; Criminal La
*Debate; *Federal Government; Federal Legislation; *Governmen
Role; High Schools; Laws; *Persuasive Discourse
IDENTIFIERS- Civil Law; Criminal Investigations; *Criminal Just
System; *National Debate Topic

Designed to facilitate research on and the preparation and presentation of arguments for the national debate topic, this manual summarizes the present state of the judiciary and court reform issues. The volume begins with a collection of articles, statements, and reports that present a general background on th justice system and court reform. Subsequent parts are devoted t articles related to each of the three debate propositions: That United States should (1) adopt uniform rules governing the crim investigation procedure of all public law enforcement agencies establish uniform rules governing the procedures of all civil courts of the nation; and (3) establish uniform rules governin procedures of all criminal courts in the nations. The manual concludes with a guide to information sources and brief bibliographies of selected additional readings and available government publications. (HTH)

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ED 260 504 EA 017

Fair, Martha H.; And Others
Implementing Title IX and Attaining Sex Equity: The Administra
Role. Participant Workbook.
Colorado State Dept. of Education, Denver.
PUB DATE- 79
NOTE- 130p.; Adapted/adopted from materials prepared for the C
of Chief State School Officers, Title IX Equity Workshop Pro
Shirley McCune and Martha Matthews. For the trainer manual,
017 947.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; Administrator Role;
*Compliance (Legal); Educational Discrimination; Elementary
Secondary Education; Equal Protection; *Federal Legislation;
Nondiscriminatory Education; Sex Bias; Sex Discrimination; *
Fairness; Workbooks; *Workshops
IDENTIFIERS- *Title IX Education Amendments 1972

The Title IX/Sex Equity training model is designed to assist
education personnel and interested citizens in the implementat
of Title IX of the Education Amendments of 1972 and the attain
of sex equity in education. This workbook, to be used in
conjunction with the trainer manual, provides 15 worksheets fo
by administrators in a Title IX workshop on implementing sex
equity. The first five worksheets cover such topics as Title I
implementation, the role of the Title IX coordinator, Title IX
self-evaluations, and monitoring and problem solving. These ar
followed by nine worksheets for group analysis of a hypothetic
school district scenario. The final worksheet is on the topic
improving Title IX implementation. Eleven appendixes provide
suggested answers for the various decision making exercises, a
glossary of terms relating to grants and contracts, sources of
funding, and a summary of the implementing regulations for Tit
IX. (TE)

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ED 260 518 EA 017

Standards for Quality Elementary Schools, Kindergarten throug
Grade.
National Association of Elementary School Principals, Alexand
PUB DATE- 84
NOTE- 62p.
AVAILABLE FROM- Publication Sales, National Association of El
School Principals, 1615 Duke Street, Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; *Educational Assessment; Edu
Environment; Educational Improvement; *Educational Quality;
Elementary Education; Elementary School Curriculum; *Elemen
Schools; Inservice Teacher Education; Instructional Improve
*School Effectiveness; School Supervision; *Standards
IDENTIFIERS- National Association Elementary School Principal

This document states the position of the National Associati Elementary School Principals regarding the essential ingredie a fine elementary or middle school. It combines the findings current research on effective schooling with the practical, c experience of working principals. After a brief introduction, standards are grouped into seven major categories: organizati leadership, curriculum, instruction, training and development school climate, and evaluation and assessment. Contained with these 7 categories are 21 "standards of excellence," each accompanied by a number of "quality indicators" useful for assessing the extent to which a particular standard is being Appendixes provide (1) a checklist for assessing the extent t which a particular school meets these standards, and (2) a gu for developing a school improvement plan. (TE)

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ED 260 534 EC 180

Jackson, Robin, Ed.
Wessex Studies in Special Education: 4.
King Alfred's Coll., Winchester (England).
PUB DATE- 85
NOTE- 103p.; For a related document, see ED 246 581.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descript
(Program/Project Descriptions) (141) Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Advocacy; *Developmental Disabilities;
Elementary Secondary Education; Leisure Time; Mental Retard
Organizations (Groups); Program Administration; *Recreatio
*Rehabilitation; *Sexuality; *Special Education; Staff Rol
Analysis

Six papers examine aspects of special education and rehabi
of developmentally handicapped persons. The first, "Legal an
Rights of the Developmentally Handicapped Person" by N. Marl
examines issues in the protection of legal rights and the na
competence. R. Davies and P. Johnson follow with an analysis
"Sexuality and the Person with a Mental Handicap." M. Clark
recent trends and notes approaches to assessing skills and t
new ones in "Recreation and Leisure Services for Handicapped
Persons: Changing Staff Roles." In the fourth paper, "Progra
Management Issues in the Development of Habilitation Program
Brown addresses such questions as selection of a broad or ad
committee, cost effectiveness, and program integration. P. J
considers "The Role of the Voluntary Society in Canada," not
similarities between services in Vancouver, Canada and Engla
citing the positive effects of vigorous advocacy efforts. In
final paper, R. Brown examines "Future Trends in the Rehabil
of Developmentally Handicapped Adults: Progress and Problems
highlighting the impact of such factors as integrated progra
multidisciplinary involvement, and normalization. (CL)

ED 260 180 SE 041 416

Herrapon, Maryann

Booting Up: A Computer Assisted Bibliography. An Annotated List of Educational Computer Software for Youth and Adult Literacy Programs.

Literacy Assistance Center, New York, NY.

PUB DATE Dec 84

NOTE 23p.; For related documents, see SE 041 415-417.

LANGUAGE English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE Reference Materials - Bibliographies

DESCRIPTORS *Adult Basic Education; *Adult [illegible] Books; *Computer Literacy; *Computers; *Computer Software; Courseware; Filing; *Language Arts; *Literacy Education; Microcomputers; Problem Solving; Reading; Secondary Education; Word Processing; Youth Programs

IDENTIFIERS *Computer Uses in Education

This guide is a selected list of 25 software packages and 15 books about educational computing. It is the first step in guiding librarians, teachers, tutors, and other literacy providers to choose the best and most appropriate software for use by their students and staff. Software is divided by these topics: problem solving software, tool programs or multi-use programs to help solve new problems (word processing programs and filing/data base programs), and reading/language arts programs (drill and practice or tutorial programs in the areas of communication arts). For each software package this information is provided: title, source and address, cost, and a brief annotation. Two lists of suggested instructional computing books are provided: general books about computers and education and books on LOGO programming. (YLB)

ED 260 237 CE 042 218

McKinney, Lorella A.; Vreeburg, Margaretha

Extending Horizons: Roles of School-Community Support Groups. Research and Development Series No. 257A.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 23p.; For related documents, see CE 042 217-223.
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257A--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Responsibility; Administrator Role; *Disabilities; *Education Work Relationship; Family Role; Individualized Programs; *Job Placement; Postsecondary Education; Resource Staff; *Responsibility; School Community Relationship; Secondary Education; Social Support Groups; Special Education; *Staff Role; Teacher Responsibility; Teacher Role; Team Training; Vocational Education
IDENTIFIERS- Individualized Employment Programs; *Support Services

This companion document describing roles and responsibilities of school-community support group members, five other companion documents, and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. Consumers interested in this document include administrators, teachers, students, counselors, employers, employees, parents, spouses, and other community agency persons as appropriate to the individual needs of each handicapped person. Following an introduction, information is provided regarding basic functions of each person in various roles. Discussion first focuses on confidence building, field coordinator role, local coordination adjustment, and potential support team members. Next, responsibilities of these transition model team members are described: team leader; student; vocational education personnel; special education personnel; academic teacher(s); counseling personnel; parents, guardian, spouse; specialist(s) from community agencies; employer(s); peer(s); and union representatives. Descriptions of local steering committee member roles and of state advisory committee responsibilities in planning for and implementing of supportive services for handicapped persons are included. (YLB)

ED 260 280 CE 042 294

The Public Employment Service in a Changing Labour Market.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12557-4
PUB DATE- 84
NOTE- 56p.
AVAILABLE FROM- OECD Publications and Information Center, Suite 12
1750 Pennsylvania Avenue, NW, Washington, DC 20006-4582 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Administration; *Agency Role; *Employment Services; Foreign Countries; *Job Placement; *Labor Market; *Occupational Information; Organization; Public Agencies; Unemployment Insuran

This report reformulates and discusses the question of the role the Public Employment Service in Organization for Economic Co-operation (OECD) member countries under the changed conditions of the labor market during the 1970s and early 1980s. Following an introductory and background section, chapter 2 describes the varying concepts of the Public Employment Service. These aspects are discussed: degree of desirable and necessary market intervention, relationship of the Service with its clients and other agents in the labor market, functions of the Employment Service, and administration of unemployment insurance. Chapter 3 considers the placement function of the Service. Topics include th rationale, techniques, action in support of placement, and evaluation of placement activity. Chapter 4 focuses on labor market information that is collected, processed, used, and disseminated by the Service. Types, sources, and uses of labor market information are described, and deficiencies in labor market information are summarized. Chapter 5 discusses the organization and administratio of the Employment Service, including legal and constitutional status, finance, field organization and local autonomy, and staff recruitment and training. Chapter 6 summarizes issues (notably the dual role of rendering service and implementing policy) and looks at prospects for the future. (YLB)

ED 260 306 CE 042 380

Fitzgerald, Louise F.
Education and Work: The Essential Tension. Information Series No. 304.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 56p.
CONTRACT- 400-84-0004
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN304--$5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Basic Skills; Black Employment; Educational Benefits; Educational Research; *Educational Status Comparison; *Education Work Relationship; Employed Women; Employment Level; Job Skills; Occupational Mobility; *Outcomes of Education; Racial Discrimination; *Role of Education; *Salary Wage Differentials; S Discrimination; Vocational Adjustment; Vocational Education; Wor Environment

An enormous body of literature illuminates various facets of the relationship between education and employment. Views of the proper role of education have ranged from cultural transmission to societal transformation and individual development, to the current belief that it prepares for transition to adulthood, i.e., the movement from school to work. The majority of research on the education-work relationship has used the status-attainment model t demonstrate that educational level is strongly related to occupational attainment. However, the experience of blacks and women, who are overrepresented in traditional, low-level, and low-paying occupations, refutes this explanation. There is evidenc that the differential returns to education for minorities and wome result from continued discrimination in hiring and compensation. Another issue of education-work research concerns the benefits of vocational education. Despite the evidence, researchers appear reluctant to conclude that it provides little advantage. However, it may be more appropriate to judge vocational education by how well it does what it is meant to do. Research has also found that many workers are severely disadvantaged by lack of basic, employability, and job adjustment skills. Evidence also exists that both transferable and transfer skills are necessary for occupational adaptability. Research indicates that these skills are learned mostly in the work environment and not in school. This body of research could be improved by focus on specification of variables, less reliance on economic formulations and overinterpretation of data, increased hypothesis testing, and interdisciplinary collaboration. (SK)

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ED 260 319   CG 018 412

Adolescent Maltreatment: Issues and Program Models.
**National Center on Child Abuse and Neglect (DHHS/OHDS), Washington,
D.C.**
REPORT NO.- DHHS(OHDS)84-30339
PUB DATE- 84
NOTE- 116p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printi
Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Adolescent Development; *Adolescents; *Child Abuse;
*Child Neglect; Family Violence; *Government Role; Models; *Progr
Descriptions; *Sexual Abuse
IDENTIFIERS- Child Protection

This book, written by staff members of the National Center on Chi
Abuse and Neglect (NCCAN) and of NCCAN-funded projects, presents their reflections about their experiences in providing, supporting, and evaluating treatment to abused and neglected adolescents. It is intended to serve as a source book for those concerned with the problem of adolescent maltreatment. Section I, Issues in Adolescent Maltreatment, contains four chapters on: (1) the meaning of the major issues of adolescence in relation to maltreated adolescents, and treatment considerations; (2) effective intervention strategies to prevent maltreatment; (3) services for the maltreated adolescent; and (4) issues related to the definition of adolescent abuse and neglect. Section II, Service Models, presents four community projects designed to examine specified forms of child maltreatment and specialized treatment approaches. Section III, Past, Present and Future Perspectives, contains three chapters dealing with the federal role in child protection, results of a study examining the impact on the community of the four adolescent maltreatment projects described in section II, and an analysis of supplemental data focusing on client characteristics in the four projects. The appendices include addresses of the adolescent maltreatment projects and a list of contributing authors. (KGB)

ED 260 394 CS 208 98

Bjork, Ulf Jonas
Excitement, Tinged with Jingoism: British Public Opinion and the Falklands in Four News Magazines.
PUB DATE- Aug 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Associa
for Education in Journalism and Mass Communication (68th, Memp
TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Foreign Countries; International Relations; *Media Research; *News Reporting; *Periodicals; *Press Opinion; *Public Opinion; War
IDENTIFIERS- Argentina; Austria; Canada; Falkland Islands; *Grea
Britain; Thatcher (Margaret); West Germany

A study examined how four news magazines in North America and Western Europe covered British public reaction to the 1982 Falklands War. The news magazines--similar in format--represente
four nations with varying degrees of closeness to Great Britain: the United States ("Time"), Canada ("Macleans"), West Germany ("Spiegel"), and Austria ("Profil"). "Time" has a conservative bias, while "Spiegel" is considered fairly radical in the opinio
range of West German media. Both "Profil" and "Macleans" try to take "independent" or "liberal" stands. The results indicated th
the North American magazines used polls to determine public opinion, while the European magazines relied on press comments. While polls undoubtedly were more representative of the public a
whole (the majority supported the war), they were less effective
showing why the public had taken a particular stand. British pub
opinion contrasted sharply with the view of the four news magazines. Only "Profil" attempted to show what the "new British
pride" was founded upon. The outburst of "jingoism" (a term used
all four magazines) in Britain in the spring of 1982 needed to b
explained to Europeans and North Americans accustomed to viewing war as undesirable and unpopular. (HTH)

ED 260 409 CS 209 17

Froese, Victor; Phillips-Riggs, Linda
Dictation, Independent Writing, and Story Retelling in the Primar
Grades and Research in Reading and Writing Should be Progress
A Response to Froese.
PUB DATE- Jun 84
NOTE- 37p.; Papers presented at the Colloquium on Research in Rea
and Language Arts in Canada (Lethbridge, Alberta, Canada, June
1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Communication Skills;
*Dictation; Expressive Language; *Integrated Activities; *Langu
Arts; Language Processing; Language Skills; Research Needs;
Research Problems; Speech Communication; *Story Telling; *Writi
Research; *Writing Skills

In addressing selected aspects of the language arts from the context of an integrative language paradigm, this paper focuses c the results of three studies recently completed in Manitoba, whic help to shed some light on three modes of expression--dictation, independent writing, and retelling--in the primary grades. The first part of the paper discusses the background and need for the studies--their purposes, methods and procedures, findings, and conclusions and implications. The second part of the paper is a response by Linda Phillips-Riggs, which outlines the main points Froese's paper and discusses the weaknesses of his paper and of t three studies cited. Some research ideas are presented, followed a conclusion. (EL)

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ED 260 550 EC 180

Reports and Recommendations of Task Forces Appointed by the I
Governor's Committee on The International Year of Disabled
1981.

Illinois State Dept. of Rehabilitation Services, Springfield.

PUB DATE- Aug 82

NOTE- 66p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Accessibility (for Disabled); *Advocacy; *Disab
Elementary Secondary Education; *Legislation; Perception;
*Prevention; State Programs; *Transportation

IDENTIFIERS- *Illinois; International Year of Disabled Person

The document presents summaries of final reports and
recommendations from 10 task forces organized as part of Illi
observance of the International Year of Disabled Persons. The
forces, intended to review issues critical to successful
participation of disabled persons in the state, were charged
develop realistic recommendations for actions in public and p
sectors to help disabled and elderly people live independentl
without unnecessary institutionalization. Task force analyses
recommendations are included for the following topics: (1) pu
awareness, (2) employment, (3) education, (4) accessibility,
transportation, (6) housing, (7) legislation, (8) advocacy, (
health care systems, and (10) disability prevention. Minority
reports are also included where applicable. The document clos
with lists of steering committee and task force members. (CL

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ED 260 565 EC 180

Fichten, Catherine S.; Bourdon, Claudia V.
Wheelchair User and Able-Bodied College Student Interaction:
Manual.
PUB DATE- 84
NOTE- 31p.; Print on charts is small.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160
DESCRIPTORS- *College Students; Comparative Analysis; Evaluat
Methods; Higher Education; Interpersonal Communication;
*Interpersonal Competence; *Physical Disabilities; Social
Attitudes; Social Behavior; Student Attitudes

The manual provides an empirically-based coding system to
the social skills of physically disabled students in wheelch
and nondisabled college students. A list of 24 frequently oc
social situations in institutions of higher education are li
rank order; the situations require a response either by phys
disabled or able bodied students. Subsequent lists present
reasonably common behaviors and responses by both groups in
situations with frequency and social appropriateness values
6-point scale. The situations may be adapted for in vivo, vi
audiotaped interaction. Also presented is the Social Situati
Questionnaire, an open-ended measure of knowledge of appropr
social skills by able bodied students. A final section offer
information on methodological issues. (CL)

ED 260 224 CE 042 075

Parker, Robert; Sands, James

Lake County Area Vocational Center Computer-Managed Instructional System for Competency-Based Vocational Education. Version 1.1. Instructor Guide.

Lake County Area Vocational Center, Grayslake, IL.

PUB DATE- Jun 85

NOTE- 68p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Competency Based Education; *Computer Managed Instruction; *Computer Oriented Programs; Data Collection; Data Processing; Guidelines; *Management Information Systems; Recordkeeping; Secondary Education; *Vocational Education

This instructor's manual is designed to familiarize vocational education teachers with the use of computer-managed instruction (CMI) in competency-based vocational education programs. Discussed in the introductory section of the manual are the basic functions of CMI, tips for getting started, daily recordkeeping procedures, weekly timecard updates, and reports generated by the system. The next section deals with management of databases, task status files, task description files, and student information files. Covered in the remaining two sections of the guide are procedures for monitoring student progress and using a report generator. (MN)

ED 260 251 CE 042 247

Worthington, Robert M.
Vocational and Adult Education: Major Regulation Issues.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 25 Jul 85
NOTE- 14p.; Presented at the Annual Meeting of the Education Commission of the States (Philadephia, PA, July 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Adult Vocational Education; Compliance (Legal); Disabilities; Disadvantaged; Educational Finance; *Federal Legislation; Federal Programs; *Federal Regulation; Federal State Relationship; Postsecondary Education; Program Administration; Program Improvement; Secondary Education; State Federal Aid; State Programs; *Vocational Education
IDENTIFIERS- *Adult Education Act 1984; *Vocational Education Act 1984

Federal regulations for the Adult Education Act and the Carl D. Perkins Vocational Education Act were revised in 1985. The following are the major changes to the Adult Education Act regulations: (1) the definition of "adult" was changed to permit services to persons under the age of 16 in some cases; (2) the definition of "expansion" has been modified to include "efforts" to increase enrollments, rather than just "results"; (3) the Act permits the Department of Education to collect demographic and statistical information as simply as possible; (4) the regulations governing state advisory councils are much less prescriptive; (5) expenditures for administration are not limited by a percentage; (6) for-profit agencies can apply for funds; (7) all applications for funding are to be reviewed; and (8) multi-year rather than annual projects are now allowed. The following are some of the issues being discussed concerning the Carl D. Perkins Vocational Education Act: (1) the need to make vocational education programs accessible to all persons, and the need to improve the quality of vocational education programs in order to improve productivity and promote economic growth; (2) the problem of excess cost regulations, which reduce the amount spent on special populations; (3) an inequitable ratio for funding programs for persons with limited English proficiency; and (4) vague provisions. (KC)

ED 260 294 CE 042 315

Campbell, Clifton P.
Instructional Leadership. Lesson Plans on Topics of Importance to Vocational and Technical Instructors.
PUB DATE- Sep 85
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Behavioral Objectives; *Classroom Techniques; *Educational Resources; Guidelines; Instructional Films; Learning Activities; Lesson Plans; *Nonverbal Communicatio Postsecondary Education; Secondary Education; Self Actualization; *Self Concept; Self Esteem; Student Attitudes; *Teaching Methods; Technical Education; *Time Management; Transparencies; Vocational Education

This document contains lesson plans on three topics: positive expectations and the self-fulfilling prophecy, nonverbal communications, and time management. The lessons are intended for use by vocational and technical education teachers. Each lesson plan consists of an introduction, presentation, outline of instruction and summary, keyed to instructor and student activities. Each lesson plan also contains an objective, a list of instructional materials needed, transparency masters, student handouts, recommended film(s) and suggested references. Classroom time for the lessons ranges from one to two hours. (KC)

ED 260 379 CS 008 121

Black, Janet K.; Puckett, Margaret
Developmentally Appropriate Kindergarten Reading Programs. A Posi
Statement.
Texas Association for the Education of Young Children.
PUB DATE- 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Reading; Educational Theories; *Kindergar
Literacy; Preschool Education; Primary Education; Reading
Instruction; Reading Processes; *Reading Programs; *Reading
Readiness; *Reading Research; Reading Skills; Teaching Methods;
Writing Instruction; *Writing Research; Writing Skills

Focusing on the learning styles of young children, this positi
statement presents current research and information that document
the need for developmentally appropriate reading experiences duri
the kindergarten and prekindergarten years. The paper contains th
following sections: (1) a background statement, (2) current
literacy research implications, (3) descriptions of developmental
appropriate and inappropriate kindergarten reading programs, (4)
statements supported by recent literacy research, (5) questions
frequently asked, (6) quotes from the Texas Education Agency, (7)
implementing the new Texas "rules for curriculum," (8) "try this"
(literacy experiences for children), and (9) references. (EL)

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ED 260 519 EA 017

Legislative Package 1985.
Illinois State Board of Education, Springfield.
PUB DATE- 85
NOTE- 265p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Qualifications; Curriculum Develop
Educational Administration; Educational Assessment; Educati
Finance; Educational Improvement; Elementary Secondary Edu
Instructional Improvement; Outcomes of Education; Personnel
Management; Scholarships; *State Action; *State Boards of
Education; *State Legislation; *State Programs; *Statewide
Planning; Student Promotion; Teacher Certification; Teache
Qualifications; Urban Schools
IDENTIFIERS- *Illinois; Illinois State Board of Education

This document describes the education legislation adopted b
1985 Illinois General Assembly session on educational reform.
introductory overview (1) describes the process of reviewing
education mandates, beginning in 1981, which laid the foundat
for the public policy discussions of the 1985 General Assembl
(2) summarizes the major educational reforms adopted in respo
issues identified during this process. An index to these educ
initiatives follows. Thereafter, specific legislation is summ
for each of the following major areas: (1) instructional prog
(schooling/assessment/accountability, curricular areas, early
childhood education, special populations, and special educati
(2) personnel (scholarships, teacher training programs,
certification, staff development, personnel evaluation, and
retirement); (3) organization and administration (district
organization/service delivery systems, transportation, studen
records, child protection services, school environment/discip
and other areas); (4) school finance; (5) Chicago (urban scho
legislation); (6) state activities; and (7) miscellaneous (lo
district responsibilities and practices, financial practices
related to local units of government, enterprise zones, and o
areas). (TE)

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ED 260 580 FL 015

Bilingual/Bicultural Education: Titles and Abstracts of Docto
Dissertations, Volume II.

California State Univ., Los Angeles. Evaluation, Disseminati
Assessment Center.

SPONS. AGENCY- Office of Bilingual Education and Minority Lan
Affairs (ED), Washington, DC.
PUB DATE- 81
NOTE- 268p.; For volume I, see ED 169 757.
AVAILABLE FROM- Evaluation, Dissemination and Assessment Cent
California State University, 5151 State University Drive, L
Angeles, CA 90032.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; *Bi
Education; Career Education; Curriculum; *Doctoral Disserta
Language Acquisition; Language Arts; Language Proficiency;
Linguistics; *Multicultural Education; Program Administrati
*Research Projects; Self Concept; Sociolinguistics; Special
Education; Testing

This collection of dissertation abstracts on the subjects o
bilingual and bicultural education originally published by
"Dissertation Abstracts International" contains items in the
following areas: bilingual education program management,
assessment, language, curriculum, and the affective domain. T
section on program management covers scope, history, and
legislation; program development, program models, comparative
monolingual/bilingual studies, teacher education, and
investigations outside North America. The second section cove
assessment, language proficiency, and intelligence testing. T
language section includes studies of acquisition and developm
concept and development, language and culture, linguistics, a
sociolinguistics. The fourth section covers reading and langu
arts curriculum, content fields, special education, career
education, and audio-visual media. The final section on the
affective domain deals with self-concept and attitudes toward
bilingual education. Subject and author indexes are also incl
(MSE)

ED 260 195 CE 041 988

Briggs, Vernon M., Jr.

The Emergency Jobs Program of 1983: Its Implementation by the Tennessee Valley Authority.

SPONS. AGENCY- Tennessee Valley Authority, Knoxville.
PUB DATE- 15 Jul 84
NOTE- 96p.
CONTRACT- TV-61589A
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; Employment Practices; *Employment Programs; *Employment Services; *Job Development; Job Training; Labor Force Development; Postsecondary Education; Program Effectiveness; Program Implementation; *Regional Planning; *Regional Programs; Unemployment

In March 1983, the Tennessee Valley Authority (TVA) received $4 million in Federal funds to establish an emergency jobs program as authorized under the Emergency Jobs Act of 1983. Within 90 days, TVA found employment for 493 persons, and, by the end of June 1984, 1,183 persons had been employed by TVA. Of those employed, 14.9 percent were minorities and 10.2 percent were women. Although the program had originally been intended to give preference to individuals who had exhausted their eligibility for unemployment compensation, it was eventually decided to give the same priority to those persons who were receiving extended unemployment benefits as to those who had exhausted their benefits. Sixty-three percent of those directly hired by TVA were former employees. This policy provided a productivity bonus since those persons had already been trained and were aware of TVA's work and safety rules. Because of the program's emphasis on construction projects and TVA's labor relations policy giving hiring preference to unemployed union members, 89 percent of those persons hired by TVA were union members. The creation of a "sublaborer" job classification and an associated special wage rate enabled more experienced persons to be hired than would have normally been the case. (MN)

ED 260 210 CE 042 035

Time of Change: 1983 Handbook on Women Workers. Bulletin 298.
Women's Bureau (DOL), Washington, D.C.
PUB DATE- 83
NOTE- 196p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-002-00065-7, $6.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adults; Blacks; Civil Rights Legislation; Compliance (Legal); Displaced Homemakers; Employed Parents; *Employed Women; *Employment Level; *Employment Patterns; Employment Practices; Employment Problems; Employment Statistics; Equal Opportunities (Jobs); Federal Legislation; Federal Programs; Hispanic Americans; Job Training; *Labor Legislation; Minority Groups; Nontraditional Occupations; Reentry Workers; State Legislation; *Wages
IDENTIFIERS- *United States

This handbook on women workers, revised from the 1975 edition, provides current data related to worklife experiences of women and their economic and legal status, especially during the last half of the 1970s. In addition, historical data provide a perspective on trends in the labor force, experiences of women, and the effects of legislation on women's employment. The handbook offers a review of the eight-year period, characterizing the time as a "time of change." The report documents, through statistical data and accounts of legal developments, changes in the role of women in the labor force and thus in the economy of the United States. It reflects results of studies by government and non-government sources. The study is organized in two parts: chapters in Part 1 focus on women's labor market activity, the occupations and industries in which they are employed, their income and earnings, educational attainment, and various kinds of job training; chapters in Part 2 identify federal and state laws that affect women's employment. A summary of study highlights is included in this document. (KC)

ED 260 266 CE 042 273

Kok, Marilyn R., Ed.
Audio-Visual Materials. A Resource Guide. Vocational Special Needs Lending Library.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupation Education and Technology.
PUB DATE- 84
NOTE- 30p.; For related documents, see CE 042 266-276.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiodisc Recordings; Audiotape Recordings; *Audiovisu Aids; *Classroom Techniques; Courseware; Disabilities; Equipment Utilization; Filmstrips; Instructional Materials; *Library Collections; Library Guides; Library Materials; *Mainstreaming; Postsecondary Education; Resource Materials; Secondary Education; Slides; *Special Education; Teaching Methods; Videotape Recording *Vocational Education
IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available resources in audiovisual format. Covered in the individual sections of the guide are materials for educators in the following forms: films, filmstrips and cassettes, slides and tapes, cassettes, computer software, records, and kits. A list of audiovisual materials for use with students makes up a final section. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 348 CG 018 441

Nichols, Nicholas H.

A Crisis Intervention Approach Stressing Early Interpretation of Unconscious Guilt.

PUB DATE- 27 Aug 84

NOTE- 10p.; Paper presented at the Annual Convention of the Americ Psychological Association (92nd, Toronto, Ontario, Canada, Augus 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beliefs; *Counseling Techniques; Counselor Client Relationship; *Crisis Intervention; *Psychological Patterns; *Psychopathology

IDENTIFIERS- *Guilt

This paper presents an approach to crisis intervention which was developed for use with acutely disturbed patients requesting therapeutic services at the Marin County Community Mental Health Center in California. Assumptions of the intervention approach which center on the crucial role played by unconscious guilt in both psychopathology and patients' reactions to crises are explained. The view that crises reconfirm a patient's pathogenic beliefs and thereby exacerbate his unconscious guilt is discussed. A crisis intervention technique is described which involves: (1) continuing the initial interview until some explanation of the psychopathology is found; (2) formulating the psychopathology of patients in crisis by drawing on all relevant sources of data including history, current life problems, and the patient's testin of the therapist; and (3) offering the patient a dynamic evaluatio which includes interpretation about the role of unconscious pathogenic beliefs and guilt in his reaction to the crisis. Factor contributing to treatment effectiveness in the crisis intervention setting are presented and the range of applicability of the approach is considered. A case example is provided and discussed which illustrates the orientation and approach of this crisis intervention technique. (NRB)

ED 260 362 CG 018 46

LeRoy, Barbara, Comp.
Unemployed Youth: Counseling Issues. In Brief: An Information Di
from ERIC/CAPS.
**ERIC Clearinghouse on Counseling and Personnel Services, Ann Arb
Mich.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 2p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The Univers
of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)
DESCRIPTORS- *Counselor Role; *Education Work Relationship;
Individual Needs; *Intervention; On the Job Training; School
Business Relationship; *Unemployment; *Vocational Adjustment;
*Youth; Youth Problems; Youth Programs
IDENTIFIERS- ERIC Digests

This digest examines reasons for youth unemployment and its effects, the counselor's role in school-to-work transitions, vocational adjustment, intervention strategies, and current needs
(BH)

ED 260 427 CS 209 2

Cole, John Y., Ed.
Books in Action: The Armed Services Editions.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0466-7
PUB DATE- 84
NOTE- 83p.; Partial funding for this publication provided by th
Office of the Adjutant General, Department of the Army.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Armed Forces; *Government Publications; Literary History; Literature Appreciation; *Paperback Books; *Reading Materials; Reading Material Selection
IDENTIFIERS- *Armed Services Editions; World War II

In an effort to reach a wide audience, the Center for the Boo the Library of Congress presents this book in honor of the 40th anniversary celebration of the Armed Services Editions (ASE), t paperback books distributed during World War II. The titles of essays and their authors are as follows: "The Armed Services Editions: An Introduction" by John Y. Cole, "The Armed Services Editions in Publishing History" by Michael Hackenberg, "Recollections of an ASE Collector" by Matthew J. Bruccoli, and ASE Bibliography" by Michael Hackenberg. Appended is a list of ASE books. (EL)

ED 260 443 CS 209 2

Willis, Meredith Sue
Personal Fiction Writing: A Guide to Writing from Real Life for
Teachers, Students, & Writers.
REPORT NO.- ISBN-0-915924-13-7
PUB DATE- 84
NOTE- 192p.; Funding provided by The New York State Council on
Arts and the National Endowment for the Arts.
AVAILABLE FROM- Teachers & Writers Collaborative, 5 Union Squar
West, New York, NY 10003 ($8.95 paper); National Council of
Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock
35137-012, $9.95 member, $10.95 nonmember).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Adults; Characterization; *Creative Writing;
*Descriptive Writing; Dialogs (Literary); Elementary Secondar
Education; *Fiction; Literary Devices; Literary Styles; Monolo
Revision (Written Composition); *Teaching Methods; *Writing
Exercises; *Writing Improvement

Intended for teachers, students, and writers, this guide prov
exercises for improving writing techniques and using literary
devices. Following an introduction, the six chapters deal with
following techniques: (1) describing place, including observati
and exaggeration; (2) describing people, including "inside/outs
portraits and caricature; (3) describing action, including usin
action to show deeper levels of meaning; (4) writing dialog,
including using dialog to reveal and to contrast characters; (5
writing monolog, including fiction diaries and monolog for
character development; and (6) creating structure, including pl
and conflict. Chapters one through five contain adult and stude
examples of their respective techniques. Notes on revision and
list of the writing ideas by grade level are appended. (HTH)

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ED 260 458 CS 209 28

Clinton, DeWitt
Teaching Audience.
PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Confere
on College Composition and Communication (36th, Minneapolis,
March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Analysis; Higher Education; *Student
Motivation; Writing (Composition); *Writing for Publication;
*Writing Improvement; *Writing Instruction
IDENTIFIERS- *Audience Awareness

One way in which a sense of audience awareness was fostered i students in college composition classes was by creating an exerc designed to challenge them. Rather than simply writing essays t read by the teacher, the students were guided in selecting publications that might accept and publish their articles. Altho most students received letters of rejection, two students did receive acceptances. When students were asked to evaluate the exercise at the end of the semester, nearly all of the students identified how much more enjoyable it was to compose an assignme when a particular audience was addressed. Although the assignmen offers risk and is far from perfect, the benefits of the exercis seem to outweigh the risks. (DF)

ED 260 475 CS 505 0

Ecroyd, Donald H.; Drummond, Caroline
Remedial Communication Instruction: What and What For?
PUB DATE- 3 Jul 85
NOTE- 12p.; Paper presented at the International Conference on
Improving University Teaching (11th, Utrecht, Holland, July 3
1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); *Communication
Research; *Communication Skills; *Curriculum Development; Hig
Education; *Remedial Programs; Student Attitudes; *Student Ne
Teacher Attitudes; Teaching Methods

Three research projects were completed and a fourth undertake
Temple University to assess students' and faculty members'
perceptions about the communication competency students should
upon entering college. Results suggest that faculty expectancie
for students' communication competency can be defined, that stu
perception of such competencies needed for classroom success ar
not necessarily the same as faculty perceptions, and that any
design for remediation must include the shaping of students'
perspectives to meet faculty expectations. Faculty at Temple
University are developing specialized remedial courses designed
test and apply these findings. Results of five terms of experie
with the program have been positive. Although a final report is
yet available, researchers believe that their program will be
successful. (DF)

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ED 260 490 EA 017

Brekke, Norman R.
A Cost Analysis of Year-Round Education in the Oxnard School
District.
PUB DATE- Jan 85
NOTE- 18p.; For an earlier report, see ED 227 597.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at...
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Attendance; *Cost Effecti
Declining Enrollment; *Educational Finance; Elementary Secon
Education; Evaluation; Lunch Programs; Reading Achievement;
Education; Student Transportation; Vandalism; *Year Round Sc
IDENTIFIERS- *Oxnard School District CA

The Oxnard School District initiated a Year Round Education program beginning in 1976. In 1984 the district maintained ele YRE schools and four traditional schools. All the YRE schools on a 60-20 plan with four staggered YRE tracks and a fifth tra offering a traditional school year calendar. This cost analysi outlines how the program has saved the district in operational capital expenses. The cost benefit attributable to the Oxnard schools for 1983-84 is $1,244,598. Other benefits to the distr that are not calculated in the cost advantages of YRE are reductions in teacher illness absences, reduction in unexcused student absences, and reduction in school vandalism and burgla losses. A limited study of student reading achievement in Oxna schools from 1979-81 shows that students in YRE schools have reading achievement scores higher than students enrolled in traditional year schools. School districts with declining enrollment and empty classrooms may find YRE programs advantag School districts with adequate classroom space for student enrollment would incur additional costs in changing to YRE. Li hard research exists to verify the advantages of YRE to learni acquisition and student behavior. If such improvements can be verified, these factors have significant financial implication

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ED 260 505 EA 017

McCune, Shirley; Matthews, Martha
Planning for Change: Title IX and Sex Equity. Trainer Manual.
Colorado State Dept. of Education, Denver.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 128p.; Prepared by Title IX Sex Equity Program. Adapted/
from the materials prepared for the Council of Chief State S
Officers' Title IX Equity Workshops Project by Shirley McCun
Martha Matthews at the Resource Center on Sex Roles in Educa
sponsored by the U.S. Office of Education. For a related doc
see EA 017 950.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Clas
Use - Teaching Guides (For Teacher) (052) Guides/Methods/Tech
(For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Change Agents; *Change Strategies; *Compliance (L
Elementary Secondary Education; Federal Legislation; Federal
Programs; Grievance Procedures; Models; Needs Assessment;
*Organizational Change; Postsecondary Education; School Dist
School Personnel; Sex Bias; Sex Discrimination; *Sex Fairnes
State Departments of Education; *Workshops
IDENTIFIERS- Facilitators; Title IX Education Amendments 1972

This training model was designed to assist educational perso
and interested citizens in the implementation of Title IX of t
Education Amendments of 1972 and the attainment of sex equity
education. The model was utilized and tested in 20 regional
workshops by the Council of Chief State School Officers' Title
Equity Workshops Project. Intended for use by the trainer, eac
the five session outlines includes a lecture to introduce new
concepts and activities that are designed to increase particip
understanding of particular problems related to sex equity and
the steps to be taken and the principles to be followed in
achieving sex equity. Also included in each session are
experiential activities, skills practice activities, and
action-planning activities. The appendixes make up almost one-
of the document and contain the following: (1) an answer sheet
diagnosing sex equity interventions, (2) a summary of the
implementation regulations for Title IX, (3) grievance and
compliance procedures for enforcing Title IX, (4) sources of
funding--examples of Department of Education funds, and (5) a
glossary of terms relating to contracts and grants. (MLF)

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ED 260 535 EC 180

Watkins, Yvonne E.
The Pine Bush Central Gifted and Talented Program (Handbook)
Guide for Parents, Teachers, Administrators).
PUB DATE- 84
NOTE- 23p.; Paper presented at the Annual New York State AGA
Conference (8th, Saratoga Springs, NY, October 18-20, 1984)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions
Guides/Methods/Techniques (For Practitioners) - Non-Classro
(055) Speeches, Conference Papers, "Papers Presented at..."
DESCRIPTORS- Curriculum Development; Elementary Secondary Edu
*Gifted; *Models; Program Descriptions; Program Development
*Talent; Talent Identification

Intended for parents of gifted and talented children as wel
teachers and administrators, the handbook provides an overvie
gifted education while describing one district's program mode
district's philosophy, goals and objectives, and definition o
giftedness are set forth, followed by a list of learning and
behavioral characteristics of gifted and creative students.
Identification measures, including screening tests and parent
inventories are reviewed. The district's program model, which
clusters identified gifted students at each grade level withi
framework of the regular classroom, is described. The program
instructional approaches are described; these include learnin
centers, individualized programing guides, computer instructi
and enrichment in conversational Spanish via mentorship with
school students. Guidelines are offered for differentiating
curricula and for analyzing the role of the basic curricula f
gifted/talented students. Appended materials include sample p
inventories, teacher referral forms, and other evaluation for

ED 260 295 CE 042 316

Graham, C. Ray; Walsh, Mark M.
Adult Education ESL Teacher's Guide.
Texas A and I Univ., Kingsville. South Texas Adult Education Center
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 83
NOTE- 191p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; Citations (References); Classroom Techniques; Educational Resources; *English (Second Language); *Inservice Teacher Education; *Literacy Education; *Second Language Instruction; Ski Development; Teaching Methods
IDENTIFIERS- 310 Project

This manual is intended to be a survival guide for newly assigned teachers who have had little or no preservice training in teaching English as a second language (ESL) and who do not have access to such training prior to being assigned. The manual contains a set of beginning and intermediate lessons that can be used for the first 20 to 30 hours of instruction in an ESL class. These lessons form the basis for the teacher training part of the manual. The manual is organized in five sections. Section I presents a general orientation for the teaching of ESL and offers ideas for setting up a program. Section II contains 11 beginning ESL lessons accompanied by teacher training materials for each lesson. Section III contains 11 intermediate lessons introducing additional techniques for developing listening, speaking, reading, and writing skills. Each lesson attempts to present a different strategy for developing one or more of these skills. Section IV deals with non-literate adults. It provides some guidelines for working with them and contains 11 lessons for developing basic reading and writing skills. Section V is an annotated bibliography of selected ESL materials for adults. Appendixes contain ESL placement instructions and instruments, cloze procedure and application samples, and visual aids for lessons. (KC)

ED 260 320 CG 018 413

Perspectives on Child Maltreatment in the Mid '80s.
National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
REPORT NO.- DHHS(OHDS)84-30338
PUB DATE- 84
NOTE- 73p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printi Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Neglect; Children; *Community Involvement; Developmental Disabilities; Family Violence; *Prevention; Program Descriptions; *Sexual Abuse
IDENTIFIERS- *Child Protection

This book presents 19 papers on child abuse and neglect. A brief introduction by Health and Human Services Secretary, Margaret Heckler is followed by 13 major issue papers: "Combatting Child Abuse and Neglect" by the assistant secretary for Human Development Services, Dorcas R. Hardy; "What Have We Learned about Child Maltreatment" by James Garbarino; "Stop Talking about Child Abuse" by Donna J. Stone and Anne H. Cohn; "Community Involvement in the Prevention of Child Abuse and Neglect" by Peter Coolsen and Joseph Wechsler; "Child Neglect: An Overview" by Aeolian Jackson; "How Widespread is Child Sexual Abuse?" by David Finkelhor; "What We've Learned from Community Responses to Intrafamily Child Sexual Abuse" by Martha M. Kendrick; "Emotional Abuse of Children" by Dorothy Dean; "Overview: The National Center on Child Abuse and Neglect;" "Providing Child Protective Services to Culturally Diverse Families" by Roland H. Sneed; "Developmentally Disabled, Abused and Neglected Children" by Mark D. Souther; "The Revolution in Family Law: Confronting Child Abuse" by Howard A. Davidson; and "The Military's Response to Child Abuse and Neglect" by Suzanna Nash. Six papers describing programs and projects that deal with child abuse and neglect are also included. The book concludes with a question and answer section on reporting responsibilities and procedures when one knows of or suspects child abuse and neglect, a list of state names and addresses of child protection agencies, and an annotated bibliography of manuals, reports, and other publications of the National Center on Child Abuse and Neglect that deal with child maltreatment. (KGB)

ED 260 334 CG 018 427

Grella, Christine E.
Divorce and Downward Mobility for Women: Changing Conceptions of Se and Society.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15 Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Custody; *Compliance (Legal); Court Litigation; *Divorce; *Females; Financial Problems; *Individual Power; Locus Control; Sex Differences
IDENTIFIERS- *Child Support; *Male Female Relationship

The analysis of in-depth interviews with 40 divorced women provic some insight into these women's experiences of the bargaining and negotiating process, both in the divorce and with child support anc alimony payments after the divorce. One study has shown that the average woman's standard of living declines by 72 percent 1 year after divorce, while the average man's standard of living increases by 42 percent 1 year following divorce. Women appear to approach the legal bargaining process with a psychological disposition in which they are not abstracted emotionally from the bargaining process. This emotionality often results in the women's concession in financial arrangements, which will have severe consequences for their economic status after the divorce. The same process is apparent after divorce, because many women are hesitant to seek unpaid child support payments by using legal or state mechanisms for fear of disrupting harmony with their ex-husband or fear of physical violence. Thus, systems for collecting child support will be under-used by women if such systems rely on the woman's initiation of the process or on continued interactions between spouses. There is a need for an automatic collection process which is not dependent on individual initiation or on continued interaction between spouses. (NRB)

ED 260 410 CS 209 18

Steinacker, Debbie, Ed.; And Others
Writing: Don't Leave It in the English Classroom--Activities to Enhance Teaching in All Areas.
San Jose State Univ., Calif.
PUB DATE- 84
NOTE- 21p.; A product of the South Bay Writing Project. Several p may be marginally legible.
AVAILABLE FROM- South Bay Writing Project, English Department, Sa Jose State University, San Jose, CA 95192 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Writing; Curriculum Development; Elementary Secondary Education; *Integrated Activities; Journal Learning Strategies; *Learning Theories; Letters (Correspondenc Narration; Poetry; Writing (Composition); *Writing Exercises; *Writing Instruction
IDENTIFIERS- Journal Writing

Noting that writing should be part of the instructional/learnin strategies used in every classroom across the curriculum at all grade levels, this guide presents activities for using various kinds of writing in the content areas. The guide presents the activities according to the following writing types: (1) journal writing, (2) letter writing, (3) newspaper writing, (4) personal narrative writing, and (5) poetry writing. Each section of the guide includes suggestions for using a specific kind of writing art, home economics, industrial arts, mathematics, physical education, science, and social studies. Samples of writing from different areas are included in the guide. (HTH)

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ED 260 551 EC 180

Provencal, Gerald
Confessions of a Community Placement Optimist.
PUB DATE- Nov 84
NOTE- 11p.; Paper based on presentation at the Annual Confere
  the Association for Persons with Severe Handicaps (11th, Ch
  IL, November 8-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Programs; *Developmental Disabilities
  Normalization (Handicapped); Personal Narratives; *Placemen
  Social Attitudes; Staff Role

This paper offers reflections from the author's experience
community placement for developmentally disabled persons,
specifically addressing practical and philosophical issues. D
from the author's personal involvement with the Macomb-Oaklan
Regional Center (MORE) in Michigan, this document notes nine
illustrations of progress from 1969-1984. It is suggested tha
staff at MORE are helped to acquire a sense of urgency, a sen
ownership for solving the problem, commitment to action on be
of the consumer. Among different ways that agencies and
associations have battled successfully with their own service
structures are factors involving: relationships with parents,
readiness reversal (suggesting that virtually everyone can mo
into the community if the right alternatives are created), st
specialized in developing homes, approaches to dealing with t
news media, and decisions to avoid distractions that could le
workers off task. Threats to momentum, including prejudice,
complacency, and the pull of "institutional gravity," are
considered. The paper concludes by asserting the importance o
seeing the larger picture in the lives of developmentally dis
persons. (CL)

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ED 260 566 EC 180

Sykanda, A. M., Ed.; And Others
Insight in Sight: Proceedings of the Canadian Interdisciplin
Conference on the Visually Impaired Child (5th, Vancouver,
Columbia, October 18-20, 1984).
Canadian National Inst. for the Blind, Vancouver (British Col
PUB DATE- Oct 84
NOTE- 289p.; The British Columbia's Children's Hospital was a
involved in the planning of the Conference.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Career Education; Clinical Diagnosis; Computers;
Living Skills; Deaf Blind; Disabilities; Electromechanical
Elementary Secondary Education; Foreign Countries; Genetics
Vision Aids; Physical Education; Prevention; Self Esteem; *
Aids; Student Evaluation; *Visual Impairments
IDENTIFIERS- Canada

Twenty-five papers are presented from a May, 1983 interdisc
conference on the visually impaired child. The following pape
presented: "From Seeds to Fruit" (E. Scott); "Sources of
Self-Esteem and the Adjusting Process" (D. Tuttle); "Electron
Travel Aids for Children: Advantages and Disadvantages" (J.
Wadsworth); "What Happens When My Computer Aid Breaks?" (H.
Riddel); "Visually Impaired Children and Their Siblings" (W.
Doust); "An Approach to the Audiologic Assessment of
Multi-Handicapped Deaf-Blind Children" (R. Folsom and J. Moor
"What Is Mobility? Independence, Confidence, Self-Esteem" (R.
Emery); "Toward an Understanding of Language Symptomatology o
Visually-Impaired Children" (B. Prizant); "Adapting the Envir
for the Visually Impaired Student: Practical Methods and Mate
to Enhance the Use of Low Vision" (L. Roessing); "Neurovisual
Adaptations to Subnormal Vision in Children" (C. Hoyt); "The
Function of a Low Vision Clinic and the Use of Aids" (A. Prat
"Recent Advances in Ophthalmic Genetics" (J. Carruthers);
"Blindness in Children: Epidemiology and Prevention" (G. Robi
"Filters for Protection, Comfort, Therapeusis and Vision
Enhancement" (A. Cullen); "Diagnostic Clues in the Physical
Appearance of the Visually Impaired Child" (J. Jan); "Various
Topics in Pediatric Ophthalmology: Questions and Answers: (A.
McCormick and C. Hoyt); "Conceptualizing the Gifted Blind Chi
(E. Chorniak); "The Effect of Motor Handicap on the Developme
Visually Impaired Children" (A. Sykanda); "Sexual Insight:
Exploring Sexual Issues with Visually Impaired and Multihandi
Persons (G. Szasz); "Reconceptualizing the Development of You
Blind Children" (I. Davidson and J. Simmons); "A Comprehensiv
School Based Physical Education Programme for the Visually In
Child" (J. Maitland); "Career Awareness and Preparation: A Gr
Effort" (J. McConnell); "I Can Do It with Exposure, Experienc
Expectation and Enjoyment" (L. Harrell); "Personal Imagery an
Visually Handicapped" (J. Macdonald); and "Living Skills: The
Role of the Parent and the Professional" (D. Brent). (CL)

ED 260 181 CE 041 417

Griswold, Karen
Bibliography of Professional Materials: Literacy, Reading, Writing.
Literacy Assistance Center, New York, NY.
PUB DATE 85
NOTE 9p.; For related documents, see CE 041 415-416.
LANGUAGE English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE Reference Materials - Bibliographies (131)
DESCRIPTORS *Adult Literacy; Educational Research; Literacy; *Literacy Education; Program Descriptions; *Reading Comprehension; Reading Improvement; *Reading Instruction; Secondary Education; Teaching Guides; *Writing Instruction

This annotated bibliography contains listings of 7 publications on literacy, 16 on reading, and 14 on writing. These professional materials include books, collections of articles, research reports, proposals, program descriptions, descriptions of teaching methods, dictionaries, teacher guides, and exercises/strategies for the learner. Materials in the literacy section cover educational philosophies and techniques and literacy campaigns. Topics of materials in the reading section include reading instruction, concept development in the adult, reading comprehension, the reading process, language experience approach to literacy, and family literacy. The writing section contains materials on such topics as writing improvement, writing instruction, and the writing process. The author(s), title, publisher and date of publication, and a brief annotation are provided for each publication. (YLB)

ED 260 225 CE 042 076

Blackman, Linda L.; And Others
Economic Literacy: An Instructional Guide for Vocational Education.
Regional Superintendent of Schools for Alexander-Johnson-Massac-Pulaski-Union Counties, Anna, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 85
NOTE- 196p.; For the companion bibliography to this guide, see CE 042 077.
CONTRACT- R-31-35-X-0214-469
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Cycles; *Business Education; Classroom Techniques; *Consumer Economics; Consumer Education; Decision Making; Economic Climate; Economic Development; Economic Factors; *Economics; Futures (of Society); Guidelines; Learning Activities; Lesson Plans; Marketing; Measurement Techniques; *Productivity; Records (Forms); Resources; Secondary Education; *Small Businesses; Teaching Methods; *Vocational Education
IDENTIFIERS- Free Enterprise System

This instructor's guide consists of materials for use in helping vocational education students acquire basic economic literacy. Addressed in the individual units of the guide are the following topics: worker productivity, the free enterprise system, components of the economy, the consumer as a decision maker, small business functions, economic principles in the marketplace, economic stability and growth, economic concerns of the future, the world economy, the circular flow of economic activity, and economic measurements. Each unit contains some or all of the following: a list of topics covered in the unit, a list of objectives, a content outline that indicates the grade level (elementary, intermediate, or secondary) of each individual topic, suggested individual and group student learning activities, a newspaper and periodical report form, suggested curriculum references, and recommended periodicals to review for current economic issues and concerns. An appendix to the guide includes a brief discussion of the process of the identification and development of the economic literacy components included in the guide and a list of persons involved in the development effort. (MN)

McKinney, Lorella A.; Vreeburg, Margaretha

Extending Horizons: Student Paths to Employment. Research and Development Series No. 257B.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 56p.; For related documents, see CE 042 217-223.
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257B--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Exploration; *Disabilities; Educational Legislation; *Education Work Relationship; Federal Legislation; Individualized Programs; *Job Application; *Job Placement; *Job Search Methods; Job Skills; Postsecondary Education; Resource Staff; School Community Relationship; Secondary Education; *Social Support Groups; Special Education; Vocational Education; Workbooks
IDENTIFIERS- Individualized Employment Programs; *Support Services

This workbook for the handicapped person involved in the transition from education to work, five other companion documents, and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. This guidebook is intended for use by the student either independently or with guidance from a support team leader, the classroom teacher, or counselor. An introduction is followed by sections on understanding one's team, exploring careers, getting ready for the world of work, looking for jobs, surviving on the job, and understanding the laws that affect handicapped youth. Each section contains information, suggestions, activities, and worksheets. A bibliography concludes the workbook. (YLB)

ED 260 281 CE 042 297

Delker, Paul V.
Ensuring Effective Adult Literacy Policies and Procedures at the Federal and State Levels.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Program Basic Skills; Community Programs; Educational Finance; *Education Needs; *Educational Policy; Federal Legislation; *Federal State Relationship; *Literacy Education; Policy Formation; Public Polic State Federal Aid; State Programs
IDENTIFIERS- Adult Education Act 1966; Adult Education Amendments 1978; *Adult Literacy Initiative; National Adult Literacy Project

For the past 18 years, Federal policy for adult literacy has been contained principally in the Adult Education Act of 1966 and in the administration of the program it supports. When this Act was passed, few programs for adult literacy existed in the states; thus, the Act authorized 90 percent Federal funding in order to encourage states to develop adult literacy education programs. At the same time, however, the legislation clearly required states to bear the responsibility for the education of all adults. The 1978 Amendments to the Adult Education Act contained some significant new policies. These Amendments required that services to adults be expanded throughout the public and private sector, instead of relying so heavily on the public schools as such programs had done previously. The Act is expected to be reauthorized as it stands. The Reagan Administration created the Adult Literacy Initiative in September 1983, putting a national priority on a minimal education level for all adults. The Adult Literacy Initiative promotes decentralized and pluralistic approaches to expanding literacy services, while the Adult Education Act has supported centralized state planning. Tensions raised by these two approaches will have to be resolved. For the future, it is recommended that a new national organization be generated to support adult learning generally and adult literacy and basic skills specifically. This organization should be sustained by private sector resources and remain responsive to adult learning needs in an information society. (KC)

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ED 260 380 CS 008 123

Slaughter, Helen B.; And Others
Contextual Differences in Oral and Written Discourse during Early
Literacy Instruction.
PUB DATE- 1 Apr 85
NOTE- 60p.; Paper presented at the Annual Meeting of the American
Educational Research Association (69th, Chicago, IL, March 31-A
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Classroom Researc
Classroom Techniques; Comparative Analysis; Ethnography; *Langu
Acquisition; Language Arts; *Language Processing; Learning
Processes; Literacy; *Oral Language; Primary Education;
*Sociolinguistics; Speech Communication; Writing Skills; *Writt
Language
IDENTIFIERS- *Whole Language Approach

An ethnographic study of kindergarten through grade two classro was conducted of various sociolinguistic contexts in which young students were developing oral and written language competencies. Nonparticipant observations were conducted in both regular classrooms and Chapter I small group classroom settings. The observations were analyzed from a variety of perspectives spannin a range from whole language to a more conventional language arts approach to instruction. A coding system was developed to assist the analysis of protocol data regarding literacy events, oral language interaction, and evaluation occurring in classroom settings. The data indicated that for the most part literacy lessons must have functional meaning for the child if positive learning is to occur. (An overview of the major aspects of a whol language approach to instruction, the responses of low-achieving students to whole language activities and recommendations for improving the literacy learning of young students are included, a are definitions and discussion of selected codes for analysis of protocol data.) (Author/HOD)

ED 260 395 CS 209 036

Lawson, Linda
Inter Press Service and the New York Times: A Content Analysis St
of Press Coverage of the U. S. Invasion into Grenada.
PUB DATE- Aug 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Associat
for Education in Journalism and Mass Communication (68th, Memph
TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; Credibility;
Developing Nations; *Media Research; *News Media; *News Reporti
*Press Opinion
IDENTIFIERS- Grenada; Inter Press Service; News Agencies; News
Sources; New York Times; United States

A study was conducted to compare coverage of the United States invasion of Grenada provided by the Third World news agency Inter Press Service (IPS) during October and November 1984, with that provided by the "New York Times." The study instrument tested the direction, themes, sources quoted, and location of the stories. T theme categories were designed to determine whether developmental issues remained IPS's primary focus while covering a hard-news story and whether the "New York Times" went beyond the event to provide more process-oriented coverage. The study involved 99 stories from IPA and 100 stories from the "New York Times." Almos one-half of the stories investigated were neutral or balanced in their treatment of the Grenada situation. One-third of IPS's stories were critical of the U.S. action, and almost 30% of the "New York Times" stories were negative in tone. The findings discredited the criticism hurled between Western media proponents and Third World leaders on the quality of each others' news services. Inter Press Service did not show an anti-Western bias its coverage; neither did the "New York Times always support the U.S. position. The "Times" provided more interpretative, process-oriented stories than IPS, which focused more on the hard news elements of the situation. Both agencies used predominantly official sources; however, the "Times" quoted more "non-elites" than did the IPS. A five-page bibliography and seven tables are appended. (Author/HTH)

ED 260 196 CE 041 991

Bullis, Michael, Ed.; Watson, Douglas, Ed.
Career Education of Hearing-Impaired Students: A Review.
Arkansas Univ., Little Rock. Rehabilitation Research and Training Center on Deafness and Hearing Impairment.
PUB DATE- 84
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- *Career Counseling; *Career Education; *Delivery Systems; Educational Needs; Educational Opportunities; Educational Practices; Employment Counselors; *Employment Services; *Hearing Impairments; Postsecondary Education; Program Content; Secondary Education; Statewide Planning; *Vocational Rehabilitation

This monograph reviews the many efforts that have been made in the fields of education and vocational rehabilitation to develop and refine career preparation services for hearing-impaired individuals. The following papers are included in the volume: "Career Education: A Literature Review," by Charlene Dwyer; "A Current Profile of Career Education Programs," by Sue Ouellette and Charlene Dwyer; "A Dilemma: Who and What to Teach in Career Education Programs?" by Michael Bullis; and "Where Do We Go from Here?" by Michael Bullis. A directory of career education curricula used in State schools and postsecondary education, which was compiled by Roger Beach, is appended to the monograph. (MN)

Older Veterans: Growing Numbers and Changing Needs. Hearing before the Subcommittee on Human Services of the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, Second Session (Bound Brook, New Jersey).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-98-467
PUB DATE- 27 Aug 84
NOTE- 120p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging (Individuals); Facility Planning; Facility Requirements; Financial Needs; Financial Problems; *Health Facilities; *Health Needs; Health Services; Hearings; Hospitals; Individual Needs; *Medical Services; *Older Adults; Policy Formation; Public Policy; Statewide Planning; *Veterans
IDENTIFIERS- Congress 98th; *New Jersey

This Congressional report contains the testimony presented at a hearing focusing on the need for expanding available medical facilities and services for older U.S. veterans in New Jersey. Included among those agencies and organizations represented at the hearing were the following: the Veterans Administration; the Division of Health Policy Research and Education from the Department of Medicine and Division on Aging at Harvard Medical School; the Disabled American Veterans; the New Jersey Veterans of Foreign Wars; the Legislative Committee for New Jersey of the American Legion; the New Jersey Division of Veterans Programs; the Jewish War Veterans; the American Legion Ex-prisoners of War, Inc.; the Somerset County Office on Aging of Somerset, New Jersey; the Veterans Administration (VA) medical centers of East Orange and Lyons, New Jersey; and the VA Regional Office in New Jersey. Appendixes to the report include information concerning the estimated veteran population of New Jersey, visitation reports of the Veterans Administration medical centers in Lyons and East Orange, and letters from representatives of the New Jersey Division on Aging and the Senior Citizens of Manville, Inc., of Manville, New Jersey. (MN)

ED 260 252 CE 042 248

Worthington, Robert M.
Keynote Address Honoring Apprentices at the Tool and Die Institute's Annual Completion Ceremonies (30th, Arlington Heights, Illinois, May 31, 1985).
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 31 May 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Apprenticeships; *Cooperative Planning; Coordination; Educational Cooperation; Educational Improvement; *Educational Needs; Educational Planning; Government School Relationship; *Labor Force Development; Linking Agents; Needs Assessment; School Business Relationship; School Role; Secondary Education; *Vocational Education
IDENTIFIERS- *Department of Education

Despite the recent emphasis on teaching the basic skills at the high school level, educators must not forget that vocational education, and apprenticeship training in particular, remains as important as ever to the economic development of the Nation. To meet the mandate for linkages and collaboration that appears in the Carl D. Perkins Vocational Education Act of 1984, the Department of Education (DOE) has taken the following steps: (1) formulation of an interagency agreement with the Department of Labor to coordinate apprenticeship training and vocational education activities; (2) development of collaborative linkages with the Department of Defense to ensure that the U.S. civilian labor force has the skills needed by defense-related industries; (3) provision of funds for a project, entitled the Precision Metalworking Skills Project, to enhance the skills and qualifications of persons entering skilled trades in the area of precision metalworking and to encourage students to consider a career in that field (in which a trade shortage of 238,000 workers over the next five years is projected); (4) establishment of awards to identify outstanding vocational education programs; and (5) organization of the Business-Higher Education Forum to encourage cooperation and collaboration among representives of the business and academic communities in the United States. (MN)

ED 260 267 CE 042 274

Kok, Marilyn R., Ed.
Homemaking Materials. A Resource Guide. Vocational Special Needs Lending Library.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupationa
Education and Technology.
PUB DATE- 83
NOTE- 25p.; For related documents, see CE 042 266-276.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Techniques; Curriculum Development; Disabilities; Educational Research; *Home Economics; *Homemaking Skills; Instructional Materials; *Library Collections; Library Guides; Library Materials; *Mainstreaming; Postsecondary Educatio
Research Reports; Resource Materials; Secondary Education; *Speci
Education; Teaching Methods; *Vocational Education
IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with homemaking. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, student aids, research reports, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 307   CG 018 399

Self, Timothy C.
Dropouts: A Review of Literature. Project Talent Search.
Northeast Louisiana Univ., Monroe.
PUB DATE- Apr 85
NOTE- 53p.; Title page is entitled "High School Retention: A Review of Literature."
AVAILABLE FROM- Northeast Louisiana University Graphic Services, Brown Stadium, Monroe, LA 71209 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Failure; *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Research; *High Risk Students; High School Students; *Potential Dropouts; School Holdi Power; Secondary Education; Student Attrition; Student Problems; Teacher Student Relationship; Truancy

This report reviews the research literature from 1975-1983 on potential secondary school dropouts and strategies for effective dropout prevention programs. The information provided is intended to help communities in modifying and/or constructing treatment programs for potential dropouts. The report is divided into three sections. In the first section, Characteristics of Potential Dropouts, research from eleven sources is reviewed. A profile of a potential high school dropout is suggested, in which the dropout's characteristics are listed as poor academic and reading ability, a dislike of school, little participation in extracurricular activities, poorly educated parents, high grade retention, discipline problems, low socio-economic status, a broken home, poor self-concept, low aspirations, and high absenteeism. In the second section, Reasons for Dropping Out, literature from eight sources is reviewed and ten reasons for dropping out are suggested: lack of interest, academic failure, poor reading ability, discipline problems, poor student-teacher relationships, employment, marriage, pregnancy, dangerous school grounds, and high absenteeism. In the third section, Dropout Prevention Programs, programs from 15 sources are reviewed and categorized as alternative school programs, vocational education programs, school modification programs, or counseling programs. Intervention strategies are suggested, including individualized instruction, teaching basic academic skills and vocational education, improving teacher-student relationships, counseling, getting students involved in extracurricular activities, and helping students develop a positive attitude toward school. A chart and a list summarizing the preceding material is provided for each section. (NRB)

ED 260 363 CG 018 46

Clements, Judy, Comp.
Older Adults: Counseling Issues. In Brief: An Information Digest
ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arb
Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 2p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The Univers
of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)
DESCRIPTORS- *Adult Counseling; *Adult Education; *Aging
(Individuals); Career Counseling; Counseling Techniques; *Coun
Role; *Group Counseling; Individual Needs; *Older Adults;
Preretirement Education; Retirement
IDENTIFIERS- ERIC Digests

This digest focuses on some special concerns of the elderly su
employment issues, retirement, problems of aging, and continuing
education, and discusses ways counselors can help. (BH)

ED 260 428   CS 209 2

L'Engle, Madeleine
Dare to be Creative! A Lecture Presented at the Library of Cong
(Washington, DC, November 16, 1983).
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0456-X
PUB DATE- 84
NOTE- 30p.; Publication sponsored by the Center for the Book an
Children's Literature Center of the Library of Congress.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position
Papers/Essays (120) Speeches, Conference Papers, "Papers Pres
at..." (150)
DESCRIPTORS- *Authors; Books; Censorship; *Childrens Literature
*Creative Writing; *Fiction; Literature Appreciation; Novels;
Publications
IDENTIFIERS- *L Engle (Madeleine)

This publication forms part of a program aimed at stimulating public interest in books, reading, and the written word and contains a lecture which was originally presented at the Librar Congress as a major contribution to the annual celebration of National Children's Book week. After an introduction by Sybille Jagusch, the lecture begins with the question, "Do I dare distu the universe?" from the poem, "The Love Song of J. Alfred Prufr by T. S. Eliot. Using the term "disturber of the universe" as t basic theme, the lecture goes on to discuss censorship, the rea of children's books, writing fiction, love, and friendship. (EL

ED 260 444 CS 209 2

Murdock, Phil, Comp.

Technical Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through December 1983 (Vols. 37 through 44).

PUB DATE- 84

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Cognitive Style; Communi Research; Course Content; *Doctoral Dissertations; *Education Relationship; Higher Education; Nontraditional Students; Revi (Written Composition); Rhetoric; *Technical Writing; Two Year Colleges; *Writing Instruction; Writing Processes; *Writing Research

IDENTIFIERS- *Writing Programs

Compiled from responses to a survey of 36 universities offeri doctorates in rhetoric, composition, language, or technical communication, and updated using research and dissertation inde and bibliographies, this bibliography summarizes doctoral resea in technical communication since 1975. The 35 titles deal with variety of topics, including the following: (1) the composing processes of six male college freshmen enrolled in technical programs; (2) integrating the academic world of technical communications with the commercial world; (3) the literature an basic issues in technical writing curricula and teaching method (4) writing skills in community college vocational-technical programs; (5) the design and evaluation of a course in technical-occupational writing for two-year college students; (exploration of cognitive styles among skilled and unskilled wri in a technical writing class; (7) the rhetorical contexts for writing in two college chemical engineering courses; (8) cognitive-field implications for the teaching of technical writ to nontraditional students; (9) designing a master of arts prog in professional writing for employed adults; (10) the effects o cooperative peer review on college students enrolled in require advanced technical writing courses; (11) factors affecting the usefulness of flowcharts and other formats for computer program (12) professional and experienced writers revising and editing the computer and with pen and paper; (13) written communication the managerial and professional/technical levels; (14) teaching technical writing students to revise and proofread; and (15) revision practices of professional writers. (HTH)

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ED 260 459 CS 209 2

McDaniel, Barbara A.
Ratings Vs. Equity in the Evaluation of Writing.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Confer on College Composition and Communication (36th, Minneapolis, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Comparative Analysis; *English (Second Language); Higher Education; Holistic Evaluation; Interrater Reliability; Scores; Test Theory; Test Validity; *Writing Evaluation; Writing Instruction; *Writing Research
IDENTIFIERS- Primary Trait Scoring

A study was conducted to determine whether evaluators of larg scale essay tests respond the same way toward essays written by English as a second language (ESL) and non-ESL students. The da examined came from the English Placement Test (EPT) administere the province of British Columbia, Canada, in March 1979. The te was used to identify three types of students: those who needed remediation, those who had difficulty with English because it w not their native language, and those who were native speakers o English but who had severe language or writing problems. The placement test had two parts: an objective part containing 40 e recognition sentences, and a subjective portion that required t writing of an essay. Evaluators of the essays were to score the analytically in three separate categories: (1) content developm and organization, (2) sentences, and (3) words. Two thousand pa out of the total 18,000 were randomly selected for the sample. Native English speakers were labeled "E-1 writers" and ESL stud (among whom Chinese was the dominant first language) were label "E-2 writers." Results suggested that evaluators of large scale essay tests do not appear to respond in the same way toward ess written by ESL and non-ESL students and that researchers will h to define more specifically how to judge what is "good" and "ba and how much weight to give these things. (Tables of findings a included and the English Placement Test Notes to Markers is appended). (DF)

ED 260 476 CS 505 02

Ferrari, Joseph R.; Leippe, Michael R.
Effects of Persuasive Messages on Blood Donation Attitudes, Intentions, and Behavior.
PUB DATE- Mar 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 22-24, 1985).
AVAILABLE FROM- A detailed summary of the study described in the abstract is available from Joseph R. Ferrari, Department of Psychology, Mohawk Valley Community College, 1101 Sherman Driv Utica, NY 13501.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Behavior Patterns; *Communicati Research; Higher Education; *Motivation Techniques; *Persuasi Discourse; Social Attitudes; Speech Communication; *Tissue Do
IDENTIFIERS- Blood Donation

Only about 9% of the eligible American population actually do blood, and the rate of donors who fail to give a second time is very high. Since many people who view blood-giving as a humanitarian act also see it as an unpleasant experience, persuasive appeals that promote a sense of moral obligation may ineffectual in prompting donations. A study was conducted in wh subjects were exposed to no message or to one of three persuasi messages that either highlighted moral reasons for donating blo counterargued fears associated with donating blood, or used a combination of both these modes. Male and female college student listened to prerecorded messages and then completed a series of nine-point scales on attitudes toward the consequences of the ac and attitude toward the act itself, and attendance rates for members of the various groups at a campus blood drive were recorded. Individuals in the moral message condition indicated t most favorable post-message attitude toward the consequence of donating blood and felt a strong moral obligation to donate. However, combined message condition individuals indicated the greatest post-message intent to donate. (DF)

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ED 260 520 EA 017

Governor's Select Advsiory Commission for Primary and Second
Education Final Report. 1984.

Indiana Governor's Select Advisory Commission for Primary and Secondary Education, Indianapolis.

PUB DATE- Nov 84
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Repor
Evaluative/Feasibility (142)
DESCRIPTORS- Continuing Education; Curriculum Design; Educat
Administration; Educational Improvement; Educational Innov
Elementary Secondary Education; Gifted; Private Schools; S
Community Relationship; *State Action; *State Agencies; St
Legislation; *State Programs; State School District Relati
*State Standards; *Statewide Planning; Teacher Certificati
IDENTIFIERS- *Indiana

This report presents the 1984 recommendations of the Gover
Select Advisory Commission for Primary and Secondary Educati
the state of Indiana. These recommendations emphasize four ge
areas: basic educational outcomes, the financing of schools,
personnel efficiency and productivity for achieving excellen
extensions of learning opportunities. After an executive sum
and an introductory section describing procedures and basic
assumptions, the report is divided into specific recommendat
the following: (1) state law and rule-making authority, (2)
curriculum and program emphasis, (3) innovative educational
programs, (4) teacher certification requirements, (5) contin
education requirements, (6) growth in administrative personn
public input process, (8) school finance and quality educati
cooperation with nonpublic educational programs, (10) progra
gifted and talented students, and (11) other needed improvem
brief summary conclusion is followed by a set of eight appen
providing the text of Public Law 229 (creating the commissio
stipulating its objectives), minutes from commission meeting
other assorted reference materials. (TE)

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ED 260 536 EC 180

Wolf, Karen McKinney; Roach, Antionette Andolfatto
Instruction Workbook for Tracheostomy Suctioning and Misting
School Setting.
San Mateo Office of Education, Redwood City, CA.
PUB DATE- Mar 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Medical Servic
Nursing; *Special Health Problems
IDENTIFIERS- California; *Tracheostomy Suctioning

The handbook presents California guidelines for training s
personnel to provide skilled nursing procedures such as
tracheostomy suctioning and misting for students with specia
health needs. The workbook begins with an overview of the an
and function of the respiratory system, specifically breathi
mechanics. Part 2 considers the rationale and performance of
tracheostomy suctioning using a sleeved catheter. Essential
and precautions are outlined from student and equipment prep
through actual suctioning and recordkeeping. Illustrations de
the procedures. The final part describes the purposes and
procedures for using the mist machine which is necessary to
counteract low humidity and/or dry lung linings. Each of the
sections include post-tests to test knowledge on the procedu
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ED 260 581 FL 015

French as a Second Language in the Primary Grades (1 to 3). Guidelines.

Alberta Dept. of Education, Edmonton. Language Services Bran

PUB DATE- 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cl
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Course Content; *Course
Organization; *Educational Objectives; FLES; Foreign Count
*French; Grade 1; Grade 2; Grade 3; Grammar; Primary Educa
*Second Language Instruction; Time Factors (Learning)
IDENTIFIERS- Alberta

The provincial guidelines for primary level French second
instruction in Alberta begin with a discussion of the ration
time allotment for language instruction within the curriculu
Minimum exit expectations for listening comprehension, speak
reading, and writing are then outlined, and general and recu
themes for classroom instruction are suggested. Notes are pr
on classroom teaching strategies and activities, and a chart
displays the recommended linguistic content for each theme a
suggestions for the form in which to present the material. A
summary of grammatical concepts, expressions and verbs, and
vocabulary to be developed in the curriculum is presented. A
materials include lists of core materials and audiovisual a
their sources, and the addresses of materials publishers,
producers, and suppliers. (MSE)

ED 260 182 CE 041 455

[illegible], Linda Barber
Values and Moral Education for the Adult throughout the Life Span: An Annotated Bibliography.
PUB DATE 85
NOTE 20p.
LANGUAGE English
EDRS PRICE MF01/PC01 Plus Postage.
PUB TYPE Reference Materials - Bibliographies (131)
DESCRIPTORS *Adult Development; Adult Education; Adult Learning; Adults; Developmental Stages; Ethical Instruction; Ethics; *Moral Development; Moral Values; Postsecondary Education; Value Judgment; *Values; *Values Education

This annotated bibliography focuses on values and moral education throughout the adult life span. The bibliography brings together the [illegible] literature on values and moral education and specialized topic areas that would interest those who work with adults. The bibliography is divided into five sections: Part I includes references about values and education; Part II, values theory; Part III, values and the adult learner; Part IV, teaching techniques for the adult learner; and Part V, values and the professional. The bibliography lists and describes 42 references. (KC)

ED 260 335 CG 018 428

Handelsman, Mitchell M.; And Others
Self-Handicapping by Task Choice: An Attribute Ambiguity Analysis.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985). Research funded by a Junior Faculty Development Award from the University of Colorado at Denver.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ambiguity; *Attribution Theory; College Students; Higher Education; *Interpersonal Competence; *Self Esteem
IDENTIFIERS- *Self Handicapping; Strategies

Self-handicapping strategies are behaviors or choices of performance settings which allow people to maintain self-esteem by avoiding negative self-relevant attributions. People will behave in such a way that accurate, nonambiguous attributions about their performance cannot be made. Research on self-handicapping has focused on clinically relevant behaviors such as drug choice, alcohol consumption, and test anxiety. A study was conducted to explore self-handicapping as a more general phenomenon. Task choice as a self-handicapping strategy was assessed under different conditions of attribute ambiguity. College students (N=43) were asked to sign up for one of two tests of social competence. One of the tests was described as an accurate measure, the other as a difficult and inaccurate test. Choice of the inaccurate test was believed to be a self-handicapping strategy, since it would allow subjects to avoid negative self-relevant information. For half the subjects (low ambiguity) the two tests were presented as being in the same format, while for the other half (high ambiguity) the tests were presented as being in different formats. The results showed that subjects in the high ambiguity condition self-handicapped more than subjects in the low ambiguity condition. Subjects in the high ambiguity condition could attribute their choice to format, rather than the less socially desirable motive of avoiding accurate information. (Author/NRB)

ED 260 349 CG 018 442

Metzger, David S.; Platt, Jerome J.
Problem Drinker Drivers: Client Characteristics, Service Involveme
and Treatment Outcome.
PUB DATE- 22 Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985). The study was funded by the Pennsylvania Department of Transportatio in conjunction with the City of Philadelphia Coordinating Office Drug and Alcohol Abuse Programs.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholic Beverages; *Client Characteristics (Human Services); *Drinking; *Participation; Program Effectiveness; *Termination of Treatment; *Therapy
IDENTIFIERS- Driving Records; *Traffic Violations

The growing number of treatment programs for people who drink an drive requires that these programs be clearly understood. The judicial mandate for treatment creates not only a significant opportunity to modify behavior and improve personal and interpersonal functioning, but also brings with it an obligation t implement programs which reflect sound clinical practices. Yet little investigative attention has been devoted to these programs, the clients they serve, and the programs' impact. An 18-month stud of the counseling component of the Philadelphia Alcohol Highway Safety Program assessed clients at intake to treatment, monitored their participation during treatment, and assessed them again at termination of treatment. The 369 clients involved in the study represented a broad range of ages, income levels, living situations, driving histories, and employment characteristics. Counselor ratings of clients' reasons for termination and their goal attainment were examined in an attempt to identify relationships between client characteristics and global outcome status. The results of analyses of variance identified six variables having significant relationships with positive treatment outcomes: age, marital status, drinking quantity, drinking frequency, valid driver's licenses and insurance coverage, and drinking-driving histories. Clients who terminated treatment in non-compliance accounted for 20 percent of all terminations. (NRB)

ED 260 411 CS 209 18

Facts about Newspapers '85: A Statistical Summary of the Newspape
Business.

American Newspaper Publishers Association, Washington, D.C.

PUB DATE- Apr 85

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Advertising; Audience Analysis; Comparative Analysis
Costs; Journalism; *Media Research; *Newspapers; *Publishing
Industry

IDENTIFIERS- American Newspaper Publishers Association; Canada;
*Newspaper Subscriptions

A statistical summary of the newspaper industry for 1984 and previous years is presented in this brochure. Focusing primarily the United States newspaper industry, the brochure also contains some information on Canadian newspapers. The brochure presents statistics in the following categories: (1) number of daily newspapers, (2) daily newspaper circulation, (3) daily newspapers by circulation groups, (4) single copy sales price, (5) daily newspaper advertising volume, (6) newspapers' share of advertisi expenditures, (7) percentage of advertising to content, (8) newsprint consumption, (9) newsprint prices, (10) employment, (1 weekly newspaper totals and circulation, (12) the 20 largest U.S. newspapers, (13) the 20 largest newspaper companies, (14) Canadi daily newspapers, (15) Canadian daily newspaper advertising volum (16) Canadian advertising, and (17) miscellaneous facts. The brochure concludes with information on the American Newspaper Publishers Association (ANPA). (HTH)

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ED 260 491 EA 017

Basile, Joseph C., II; Layman, Richard W.
Quality and Excellence in Education: Development, Verificatio
Implementation of a Statewide Curriculum.
West Virginia State Dept. of Education, Charleston.
PUB DATE- Nov 84
NOTE- 58p.; Report presented at a session entitled "Improving
Education in America through Staff Development and Learning
Technology," at the Annual Meeting of the National Council
States on Inservice Education (9th, Lake Buena Vista, FL, N
16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..
Guides/Methods/Techniques (For Practitioners) - Non-Classroo
(055)
DESCRIPTORS- Articulation (Education); Curriculum Development;
*Educational Change; *Educational Objectives; *Educational
Strategies; Elementary Secondary Education; Master Plans; M
Learning; *Models; Program Evaluation; *Program Implementati
School Surveys
IDENTIFIERS- *West Virginia

This document consists of assorted supplementary materials f conference session on the topic of "Improving Education in Am through Staff Development and Learning Technology." It contai a preface; (2) a list of assumptions central to West Virginia educational reform model; (3) a statement of the session's ba purpose, and of related objectives; (4) the session agenda; (rough chronology of recent educational reform in West Virgini a worksheet used to plan learning objectives; (7) the current "Master Plan for Public Education in West Virginia" and assoc State Board of Education policies; (8) a survey used to verif program implementation; (9) the results of a similar survey t in 1983-84; (10) several schemata for articulating, aligning, implementing learning objectives, with illustrations of their (11) a session "feedback" form; and (12) a materials request (MCG)

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ED 260 506 EA 017

McCune, Shirley; Matthews, Martha
Planning for Change: Title IX and Sex Equity. Participant Wor
Colorado State Dept. of Education, Denver.
PUB DATE- 80
NOTE- 76p.; Prepared by Title IX Sex Equity Program. Adapted/
from the materials prepared for the Council of Chief State
Officers' Title IX Equity Workshops Project by Shirley McCu
Martha Matthews at the Resource Center on Sex Roles in Educ
sponsored by the U.S. Office of Education. For a related do
see EA 017 949.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cla
Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Non-Classro
(055)
DESCRIPTORS- Change Agents; *Change Strategies; *Compliance (
Elementary Secondary Education; Federal Legislation; Federa
Programs; Grievance Procedures; Models; Needs Assessment;
*Organizational Change; School Districts; School Personnel;
Bias; Sex Discrimination; *Sex Fairness; State Departments
Education; *Workshops
IDENTIFIERS- Facilitators; Title IX Education Amendments 1972

This participant workbook is part of the training model des
assist educational personnel and interested citizens in the
implementation of Title IX of the Education Amendments of 197
the attainment of sex equity in education. An information she
three worksheets are provided to cover the following areas: (
diagnosing local education agency needs and planning technica
assistance efforts, (2) diagnosing sex equity interventions,
assessing conditions for change, and (4) Title IX action plan
The appendixes duplicate those in the trainer manual. (MLF)

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ED 260 552 EC 180

Chapter 688 Implementation Guidelines and Instructions for L
School Districts.

Massachusetts State Dept. of Education, Boston.; Massachuset
Executive Office of Human Services, Boston.

PUB DATE- Oct 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; *Cooperation; *Education Wo
Relationship; Program Development; *Severe Disabilities; *
Legislation; State Programs; Young Adults
IDENTIFIERS- Chapter 688 (Massachusetts)

The booklet presents guidelines for implementing Massachus
Chapter 688, which provides for a 2-year transitional proces
plan for habilitative services for severely disabled young a
who will lose their entitlement to special education upon
graduation or reaching the age of 22. The law is intended to
individuals who traditionally have not fit into any agency.
Eligibility information and the process by which eligibility
determination is made are considered. The process of impleme
688 is then reviewed from eligibility and referral and monit
by the Bureau of Transitional Planning and the Transitional
Advisory Committee to development of an approved individual
transition plan (ITP). The roles of the school district and
transitional agency are examined. Contents of referral forms
explained, and the development of the individualized transit
plan, a service planning document, is reviewed. Preceding a
glossary and sample forms is a discussion of the Bureau of
Transitional Planning, the central coordinator of the Chapte
process. The document concludes with a copy of Chapter 688.

ED 260 226 CE 042 077

Blackman, Linda L.; And Others
An Annotated Bibliography on Economic Literacy for Vocational Education.
Regional Superintendent of Schools for Alexander-Johnson-Massac-Pulaski-Union Counties, Anna, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 85
NOTE- 142p.; For the related instructional guide, see CE 042 076.
CONTRACT- R-31-35-X-0214-469
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business Education; *Career Education; Collective Bargaining; Consumer Economics; *Consumer Education; Credit (Finance); Curriculum Development; Curriculum Guides; Decision Making; Distributive Education; *Economics; Elementary Education; Entrepreneurship; Fringe Benefits; Guides; *Inflation (Economics); Inservice Teacher Education; Marketing; Money Management; Physical Disabilities; *Productivity; Program Development; Program Implementation; Secondary Education; Small Businesses; Taxes; Tests; Textbooks; Unemployment; Unions; *Vocational Education

Intended for vocational education teachers and curriculum specialists with an emphasis on the secondary level, this annotated bibliography is designed as a companion guide to "Economic Literacy: A Suggested Instructional Content Guide for Vocational Education." Its purpose is to serve as an aid in the identification of available economic literacy instructional publications, both commercial and public service, and as an infusion of economic literacy knowledge with applicable student activities into the school's existing vocational education instructional programs. The bibliography is divided into two sections: Annotated Bibliography of Resource Materials Received from Agencies and Annotated Bibliography of References Received from Publishers. In part 1 the agencies that provided resource materials are arranged in alphabetical order. The resource materials are alphabeticized by title under the agency. In part 2 the publishers that provided references are arranged alphabetically. References are alphabeticized by title under their publisher. For each item (resource material or reference), this information is provided: title, author, type of material and grade level, subject content, and economic concepts. Appendixes provide names and addresses of agencies and publishers. (YLB)

ED 260 239 CE 042 220

McKinney, Lorella A.; Vreeburg, Margaretha
Extending Horizons: IEP Planning. Research and Development Series No. 257C.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 27p.; For related documents, see CE 042 217-223.
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257C--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Individualized Education Programs; *Job Placement; Needs Assessment; Postsecondary Education; Resource Staff; School Community Relationship; Secondary Education; Social Support Groups; Special Education; *Student Needs; Team Training; Vocational Education
IDENTIFIERS- *Individualized Employment Programs; *Support Services

This companion document designed to assist support persons in gaining the necessary understanding, awareness, and knowledge to participate effectively in the individualized education/employment program (IEP) process; five other companion documents; and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. Its intended audience includes all school-community support persons involved in the IEP process--field coordinators, school administrators, community agency representatives, and regular teachers. The background and the purpose for having IEPs are presented in a clear and descriptive format. Specific suggestions are then provided regarding how to implement the school-community supportive services necessary for a smooth and successful transition of handicapped youth from education to work at the secondary and postsecondary levels. Sample student needs and support team member needs inventories are included. Step-by-step instructions are also provided for designing and completing the IEP form. A bibliography concludes the document. (YLB)

ED 260 296 CE 042 326

Dunlap, William S.; And Others

Electronic Technology Curriculum Development and Program Articulation. Final Report.

Washburn Univ. of Topeka, Kans.

SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Div. of Community Colleges and Vocational Education.
PUB DATE- 85
NOTE- 380p.; For a related document, see CE 042 327. Parts of the appendixes may not reproduce well due to light type.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Cooperative Planning; Course Content; Criterion Referenced Tests; Curriculum Development; *Electric Circuits; *Electronics; *Electronic Technicians; High Schools; Instructional Materials; Learning Activities; Technical Education; Test Items; Two Year Colleges; Units of Study; Vocational Education
IDENTIFIERS- *Solid State (Electronics)

A project was conducted at Washburn University to develop full curriculum materials for the first-year courses in an electronic maintenance technology program. The courses were articulated with a local high school. The curriculum materials were developed, pilot tested, and refined. The bulk of the report consists of the curriculum materials for these four courses: The Maintenance of Electronic Systems, Solid State Electronics, Digital Electronic Circuit Fundamentals I, and Basic Electronics. Included in the curriculum materials are course syllabuses, information sheets, assignment sheets, quizzes, and unit examinations. Materials are illustrated with line drawings. (KC)

ED 260 321 CG 018 414

Cage, Bob N.; And Others
Dropout Prevention.
Mississippi Univ., University. Bureau of Educational Research.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Div.
Instruction.
PUB DATE- Jun 84
NOTE- 72p.; For the Dropout Prevention Staff Development Program, s
CG 018 415.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrators; *Dropout Characteristics; *Dropout Prevention; Dropouts; Elementary Secondary Education; *High Risk Students; *Potential Dropouts; *Program Implementation; School Holding Power; Student Attrition; Teachers; Truancy
IDENTIFIERS- Mississippi

This manual presents a viable school program for grades K-12 to help reduce the number of school dropouts. Characteristics of potential dropouts and alternative programs to meet the needs of these students are given. Although this manual is divided into sections for elementary (K-6) and secondary (7-12) school students, many of the ideas presented are appropriate for either of the two grade spans. Section A is devoted to grades K-6 and includes discussions on nonattendance in elementary school and on identifying the poorly adjusted child. The Elementary School Pupil Adjustment Scale (ESPAS) is recommended for use by teachers to help in identifying potential dropouts in grades K-3, and the Dropout Alert Scale (DAS) is recommended for use in grades 4-6. A list of 15 potential dropout characteristics is provided and a dropout prevention program for elementary students is outlined. Section B is devoted to grades 7-12 and includes discussions on 16 characteristics of potential dropouts and the use of the DAS to identify them, recommendations for changing the behavior of potential dropouts; an alternative classroom for potential dropouts with discipline problems; a dropout prevention program; and a plan for helping dropouts make a start in the outside world. Appendices contain the ESPAS form with instructions for use, the DAS form and scoring key, and the School Sentiment Index for secondary school students. (NRB)

ED 260 364 CG 018 46

Lachance, Laurie, Comp.
Adolescent Substance Abuse: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbo Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 2p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The Universi of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; *Counseling Techniques; *Drug Abuse; * Addiction; Family Problems; Incidence; Intervention; *Preventi School Policy; Secondary Education
IDENTIFIERS- ERIC Digests

This digest defines drug abuse and examines ensuing family problems, methods of intervention and treatment, school related problems, and prevention of chemical dependency. (BH)

ED 260 381 CS 008 12

McClain, Anita Bell
Using Traditional Literature to Teach Critical Reading Skills.
PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (1 Portland, OR, March 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12 Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Critical Reading; Elementary Education; *Fiction; Folk Culture; Legends; *Literature Appreciation; Mythology; *Reading Instruction; *Teaching Metho
IDENTIFIERS- Folktales

Classroom teachers might consider teaching children to become critical readers through the use of traditional literature. It is not necessarily difficult to define critical reading, but it is a difficult task to teach students when and how to read critically. The six skills most important to critical reading are that the reader should (1) read material with an alert and questioning mi (2) compare and contrast what has been read, (3) consider the author's viewpoint and be aware of other viewpoints, (4) detect propaganda techniques, (5) identify relevant and irrelevant information, and (6) differentiate fact from opinion. To critical analyze traditional literature (such as folktales, myths, or legends), one must first understand the characteristics of each genre and be aware that each culture has unique beliefs and geographical positions. The task of the critical reader is to analyze and then apply literary elements such as main character, setting, plot, and conclusion to several tales. Possible titles use are "Too Much Noise" for primary grades, "Snow White and the Seven Dwarfs" for primary/middle grades, and "Cinderella" for middle grades. Since the excellent variety of traditional literature lends itself to analysis, a classroom teacher could consider using it to teach critical reading. Tables illustrate wa to compare various tales or to note similarities and differences the main character, setting, conflict, advice, animals, and resolution of conflict. (DF)

ED 260 396 CS 209 08

O'Brien, Frank
Computer Applications in Professional Writing: Systems that Analy
and Describe Natural Language.
PUB DATE- Apr 84
NOTE- 6p.; In Professional Communication in the Modern World:
Proceedings of the American Business Communication Association
Southeast Convention (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Business Correspondence; Computer Assisted Instruct
*Computer Managed Instruction; *Computer Oriented Programs;
Educational Technology; Information Systems; *Technical Writin
*Word Processing
IDENTIFIERS- *Natural Language

Two varieties of user-friendly computer systems that deal with
natural language are now available, providing either at-the-moni
stylistic and grammatic correction of keyed-in writing or a
sorting, selecting, and generating of statistical data for any
written or spoken document. The editor programs, such as "The
Writer's Workbench" (Bell Laboratories) and EPISTLE (IBM Yorktow
Heights Laboratory), can correct spelling, grammar, and syntax
mistakes or awkwardness and so remove a major drudgery from
teachers and writers who would rather deal with the problems of
style and concept handling. The content analysis programs, such
the CLOC program developed by Alan Reed at the Birmingham
University Centre and the OCP designed by Susan Hockey at the
Oxford University Computer Centre, can describe large bodies of
text, which helps the users discover where the weaknesses are in
language behavior. With these programs, teachers can see repetit
behaviors and other language mannerisms that need correcting. (E

ED 260 429 CS 209 2

Laurence, Dan H.
A Portrait of the Author as a Bibliography. The Center for the
Viewpoint Series No. 9.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0426-8
PUB DATE- 83
NOTE- 21p.; Lecture presented at the Library of Congress (Washi
DC, November 3, 1982).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographies; *Books; Information Dissemination
*Literary History; Literature Appreciation; Publications
IDENTIFIERS- *Book Collecting

A lecture given at the Library of Congress by the literary an dramatic advisor to the estate of Bernard Shaw and author of a two-volume bibliography of Shaw is presented in this pamphlet. lecture discusses kinds of author bibliographies, the demands o early book collectors, first edition mania, the Soho bibliographies, R.L. Purdy's bibliography of Thomas Hardy, the Bernard Shaw bibliography, and other contemporary bibliographies--such as Warren Roberts's bibliography of D. H. Lawrence, Alan Denson's bibliography of George Russell, and the James Joyce bibliography by John J. Slocum and Herbert Cahoon. lecture examines characteristics common to the work of modern bibliographers and their most significant contributions as well qualities of the new breed of book collectors. (EL)

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ED 260 567 EC 180

Special Programs: A Manual of Policies, Procedures and Guide
Revised .
British Columbia Dept. of Education, Victoria. Div. of Speci
Education.
PUB DATE- May 85
NOTE- 275p.; Supersedes ED 249 749.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Delivery Systems; Disabilities; Elementary Sec
Education; Foreign Countries; Gifted; *Handicap Identifica
Inservice Teacher Education; *Program Administration; Scho
Policy; Severe Disabilities; *Special Education; Special H
Problems; Speech Therapy; Student Evaluation; Transportati
IDENTIFIERS- *British Columbia

The manual presents policy and procedure guidelines for sp
education in British Columbia, Canada. Following an introduc
and a statement of philosophy and goals, eleven topic areas
addressed: service delivery models (planning, administration
evaluation, coordination of services); division organization
(Hearing Impaired and Speech Programs Branch, Indian Educati
Branch, Vision Services Branch); financial management system
(service levels, cost factors, reporting structure, program
monitoring); program guidelines (programs for severely and
profoundly mentally handicapped, autistic, severe behavior
problems, gifted, homebound); special health services (speec
pathology); identification, assessment, and planning (screen
assessment model, selection and use of tests, Individualizec
Education Programs); implementation/inservice; school-based
administration; special programs transportation; learning
assistance (resources, facilities, consultation); and
funding-placement policy and procedures-severely handicappec
children (provincial resource center and programs). The manu
concludes with the texts of ministry policies and school
legislation. (CL)

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ED 260 582 FL 015

Lett, John A., Jr.
Special Report on Foreign Languages. Illinois Secondary Scho
Offerings, 1982.
Illinois State Board of Education, Springfield, Dept. of Pla
Research and Evaluation.
PUB DATE- Aug 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description
Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Curriculum Design; Curri
Research; *Enrollment Trends; *Graduation Requirements; *L
Enrollment; Rural Schools; Secondary Education; *Second La
Instruction; State Surveys; Suburban Schools; Uncommonly T
Languages; Urban Schools
IDENTIFIERS- *Illinois

Data from the Illinois Census of Secondary School Course O
for 1981-82 show that the traditional nature of foreign lang
study continues relatively unchanged. Students typically beg
language study in high school and must take only two years o
language. While the availability of foreign languages in hig
schools was the same in 1981-82 as in 1976-77, it was signif
less in junior high schools. Although overall high school
enrollment decreased, the proportion of enrollment in foreig
languages increased. Among the most commonly taught language
high school, Spanish and French made relative gains in enrol
proportions, German lost some, and Latin maintained the same
relative enrollment. Italian was the most heavily enrolled o
less commonly taught languages, but only 3% of high schools
it. Enrollment in English as a second language rose in both
and senior high schools. German had the highest index of suc
enrollments, followed by French, Spanish, and Latin. In gene
successive year language enrollments were highest in suburba
schools and lowest in rural schools. (Author/MSE)

ED 260 197 CE 041 994

Brown, Nancy M.; Hakanson, Edward E.
Blueprint for Tutoring Adult Readers.
Drake Univ., Des Moines, Iowa. Coll. of Education.
PUB DATE- Jun 85
NOTE- 106p.; For a related document, see CE 041 995.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Adult Students; Learning Activities; Literacy Education; *Reading Instruction; Reading Skills; *Reading Strategies; Remedial Instruction; *Remedial Reading; Student Characteristics; Teaching Methods; Tutorial Programs; *Tutoring
IDENTIFIERS- 310 Project

This guide was developed to assist volunteers in tutoring adult readers who read below the ninth-grade level. It was intended to be used as a supplement to the tutor training programs for volunteers at Drake University. The following topics are discussed in the guide in either narrative or question-and-answer format: getting started as a tutor, who are the clients, getting acquainted, tutoring procedures, and learning activities. Tutoring procedures include methods for teaching sight vocabulary, word attack, vowel sounds, syllables, context clues, word families, comprehension, the language experience approach, and using computers. (KC)

ED 260 253 CE 042 249

Worthington, Robert M.

Collaboration with Vocational Education: A Potential New Role for O.I.C. in Expanding Youth Opportunities.

Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 7 May 85

NOTE- 16p.; Paper presented at the Annual Convocation of the Opportunities Industrialization Centers of America (21st, Indianapolis, IN, May 7, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Basic Education; Community Action; *Community Organizations; Compliance (Legal); Disadvantaged; Educationally Disadvantaged; Educational Trends; *Employment Programs; *Federal Legislation; Futures (of Society); *Job Training; Outreach Programs; Postsecondary Education; Program Improvement; Secondary Education; *Vocational Education

IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Opportunities Industrialization Centers of America

The Carl D. Perkins Vocational Education Act authorizes the use of community-based organizations of proven effectiveness, such as Opportunities Industrialization Centers of America (OIC), to be involved in improving the overall vocational education delivery system. State assistance for vocational education support by community-based organizations is one of five special programs authorized by Title III of the Act. The Act encourages eligible recipients who are operating vocational education programs to develop relationships with community-based organizations. The Act requires each community-based organization that wants assistance under Title III to submit jointly with the appropriate eligible recipient a specified application to the state board. States will provide financial assistance to joint projects of community-based organizations within the state that provide the following special vocational education services and activities: outreach programs, prevocational educational preparation and basic skills development, special prevocational programs targeted to disadvantaged youth, career intern programs, student needs assessment, and guidance and counseling. Because of financial constraints and a shift in educational emphasis arising from the "A Nation at Risk" report, community-based organizations such as OIC will probably have more opportunity to be involved in vocational education in the future. (KC)

ED 260 268 CE 042 275

Kok, Marilyn R., Ed.
Office Education Materials. A Resource Guide. Vocational Special Needs Lending Library.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupationa Education and Technology.
PUB DATE- 84
NOTE- 14p.; For related documents, see CE 042 266-276.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Business Education; Business Skills; Classroom Techniques; Curriculum Development; *Disabilities; Educational Research; Instructional Materials; Job Training; *Library Collections; Library Guides; Library Materials; *Mainstreaming; *Office Occupations Education; Postsecondary Education; Research Reports; Resource Materials; Secondary Education; *Special Education; Teaching Methods; Vocational Education
IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials for and about office education. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 282 CE 042 298

A Dialog Day Model and Guide.

New Educational Directions, Crawfordsville, Ind.

SPONS. AGENCY- Indiana State Advisory Council on Vocational Education, Indianapolis.
PUB DATE- Aug 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Check Lists; Cooperative Planning; *Educational Cooperation; *Government School Relationship; Guidelines; *Linkin Agents; Networks; Program Development; Program Evaluation; Progra Implementation; Public Relations; Records (Forms); *School Busine Relationship; School Districts; Secondary Education; Surveys; *Vocational Education
IDENTIFIERS- *Dialog Day

This guide contains materials for use in replicating a model day-long program designed to foster communication among local-level economic development groups, education, business and industry, and political systems. The model was implemented in 1983 in two regions of Indiana under the name Dialog Day. The first section of the manual describes the rationale, conception, and implementation of the Dialog Day Program by the Indiana State Advisory Council on Vocational Education. Discussed next are the following phases of Dialog Day development and implementation: getting started (creating and sharing a vision, leadership, enrollment); starting over (creating a shared vision, membership, tools, additional members); structuring the event (initial structuring, maintaining a focus, structuring the agenda, establishing a date and location for Dialog Day); recruiting and enrolling participants; practicing and handling the final details (materials, roles, rehearsal); and conducting follow-up activities (indicators of impact, next steps, development of a summary). A project summary concludes the guide. Appendixes to the handbook include a checklist of preconditions for collaboration, a sample letter to prospective participants, a Dialog Day checklist, tips for facilitating a Dialog Day, and a Dialog Day feedback form. (MN)

ED 260 460 CS 209 2

Caylor, Richard; And Others
A Course Syllabus for the Teaching of English Language Arts 9A.
Seattle Public Schools, Wash.
PUB DATE- Sep 81
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classical Literature; *English Curriculum; *Englis
Instruction; Epics; *Expository Writing; Grade 9; Listening S
*Literature Appreciation; Persuasive Discourse; Secondary
Education; *Small Group Instruction; Speech Skills; *Writing
Instruction

Intended for ninth grade English students, the units of study
this course syllabus cover listening and speaking, written
composition, writing mechanics, language study, and literature.
activities in the syllabus are arranged so that upon completion
the course, students will be able to (1) participate in, evalua
and resolve conflicts in small group discussion; (2) participat
a questioner or respondent in interviews; (3) write expository
papers in which there is factual reporting of personal experien
information gained through interviewing, or data gathered from
reading, and in which there is an interpretation or statement o
belief; (4) narrow a topic, establish a purpose, select a main
idea, and plan through use of lists, notes, or outlines; (5) kn
and use several techniques for beginning, developing, and
concluding a paper; (6) identify types of persuasion used in
advertising; (7) transform sentences by using the progressive,
perfect, modal, "do," and passive modifications; (8) explain ho
the values of ancient Greece were expressed through its epics;
(9) distinguish short stories from novels and novels from
biographies when surveying literary works. (HOD)

ED 260 477 CS 505 0

Clarke, Lillian Wilson
Interviewing: An Important Part of the Job Search Process.
PUB DATE- 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Employment Interviews; *Empl
Qualifications; Higher Education; Job Applicants; *Job Applic
Job Search Methods; Occupational Information; *Speech
Communication; *Teaching Methods

A job seeker who has been asked to come in for an interview i generally one of many applicants with equally acceptable credentials. Students' chances of getting a job can be enhanced carefully studying job interview techniques. A productive appro to this study, which can be integrated into a variety of busine courses, consists of three essential parts: pre-interview preparation, the interview, and the follow-up after the intervi Pre-interview preparation consists of a survey of possible plac of employment, securing information on the selected company, an creating a resume for the specific position. Dressing appropria and arriving early for the interview also make a favorable impression. There are two kinds of interviews: observation, dur which the job seeker is permitted to speak freely while being observed; and the stress interview, during which the interviewe asks a minimum of questions and then may stare at the job seeke causing him or her to respond nervously. The job seeker can ask variety of questions, during any uncomfortable pauses in the interview, for example, questions regarding chances for advance and the impact of the job on the overall functioning of the company. Following the interview, the candidate should write a brief letter to the interviewer, or telephone the interviewer, thank him or her for the time spent. Appropriate writing assignments or interview role playing can be incorporated into classroom to teach these techniques. (An interview checklist is included.) (HTH)

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ED 260 521 EC 180

Gill, Wanda E.
The Challenge to Conventional Assessment and Teaching Methods
Hearing Impaired Learners by Reuven Feuerstein's Theory and
Learning Potential Assessment Device. Draft.
PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; El
Secondary Education; *Hearing Impairments; *Metacognition;
Development
IDENTIFIERS- *Instrumental Enrichment

The paper reviews research on severe and profound hearing
notes implications for hearing impaired students of instrumen
enrichment (IE), a cognitive learning approach featuring
metacognition. The development of IE by R. Feuerstein is trac
initial work with disadvantaged groups who emigrated to Isra
Noted are such characteristics of IE as bridging exercises t
promote transfer of skills to real life situations and conte
materials. IE goals are listed, including correcting deficie
cognitive functions, developing motivation to work on a task
because of the nature of the task and its mastery, and helpi
performers change attitudes toward themselves. A functional
of program characteristics developed by R. Feuerstein is app
as is a brief description of the application of the model at
Gallaudet College. A seven-page reference list concludes the
document. (CL)

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ED 260 537 EC 180

Gray, Ann
The "Rainbow Factory"--Arts and the Handicapped.
PUB DATE- Apr 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information
  Analysis/State-of-the-Art Materials (070) Tests, Questionn
  Evaluation Instruments (160)
DESCRIPTORS- *Art Activities; *Disabilities; Elementary Scho
  Students; Special Education Teachers; *Teacher Attitudes
IDENTIFIERS- Alaska; *National Committee Arts for the Handic
  *Very Special Arts Festivals

The study examined attitudes of special education teachers
visited the 1983 Very Special Arts Festival (VSAF) held in
Anchorage, Alaska. A review of the literature addresses
contributions of arts experiences to the total development c
handicapped students. The history and goals of the National
Committee, Arts for the Handicapped (NCAH) are outlined. For
teachers completed questionnaires on their attitudes toward
VSAF, classroom implications, and attitudes toward the ideal
philosophy of the NCAH. Findings suggested that the teachers
like guidance in developing arts activities with their stude
such as workshops with artists and courses for credit in art
the handicapped. Teachers were in definite agreement with th
general philosophies behind NCAH. (CL)

ED 260 185 CE 041 708

Shannon, Bonnie
Clinic Guidelines. Dental Hygiene Program.
Southern Illinois Univ., Carbondale.
PUB DATE Jul 85
NOTE [illegible]

LANGUAGE English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Guides/Methods/Techniques (For Practitioners)
Non-Classroom Use (055)
DESCRIPTORS Associate Degrees; *Clinical Experience; Dental Clinics; Dental Evaluation; Dental Health; *Dental Hygienists; Dentistry; Dress Codes; Equipment; *Guidelines; Higher Education; Occupational Safety and Health; Recordkeeping; *Student Behavior; Student College Relationship; Student Development; Student Evaluation; Student Problems; *Student Responsibility; Student Rights; Student Role
IDENTIFIERS *Southern Illinois University Carbondale

This manual contains information concerning the policies and procedures of the Southern Illinois University-Carbondale Dental Hygiene Clinic. The manual is presented in a question/answer format for the information and convenience of dental hygiene students in the clinic and is intended to answer their questions concerning clinic policies and procedures. The policies and procedures cover the following situations: faculty, objectives, conduct code, appearance, absences and tardiness, time use, requirements, types (i.e., degree of difficulty of the oral conditions presented), patients, patient charts, forms, schedule of appointment activities, health and safety, premedicated patients, equipment, instruments, and ultrasonic scaling devices. A technique evaluation form for rating students also is included in the booklet. (MC)

ED 260 212 CE 042 046

Conti, Gary J., Ed.; Fellenz, Robert A., Ed.
Dialogue on Issues of Lifelong Learning in a Democratic Society. Working Papers from a British and North American Faculty Exchange.
American Association for Adult and Continuing Education, Washington, DC. Commission of Professors of Adult Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jun 85
NOTE- 103p.; Also sponsored by the Standing Conference on University Teaching and Research in the Education of Adults (England).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Educators; *Comparative Education; Continuing Education; Curriculum Development; *Educational Research; Foreign Countries; *International Cooperation; *International Educational Exchange; *Lifelong Learning; Postsecondary Education; Professional Continuing Education; Staff Development; Teacher Education; Unemployment; Womens Education; Youth Employment; Youth Programs
IDENTIFIERS- *Great Britain

These 12 papers are the products of an exchange of a group of promising British and North American adult education researchers, relatively new to the professoriate, for short intensive visits to the other country. These visits were to provide individuals and universities opportunities to develop linkages that might further comparative research and programmatic cooperation. The contributions from British researchers include: "Dialectical Thinking: Our Logical Potential" (Paula Allman) offers an explanation of this way of thinking that all adults have the potential to develop. "Towards an Analysis of the Curriculum of University Extra-Mural Departments in Britain" (Paul F. Armstrong) focuses on the role of both the adult education tutor and students in shaping the curriculum. "Training Women Managers" (Sandra Langrish-Clyne) addresses women's training needs. "Staff Development Courses in UK Universities for the Continuing Education Field" (K. Leni Oglesby) discusses challenges to those training staff in the continuing education field. "State Intervention in Vocational Education: A British Case Study" (John V. Wallis) describes the Youth Opportunities Programme. "New Developments in Science and Technology for Women" (Miriam Zukas) argues for the development of a new curriculum area in liberal adult education. The North American papers include: "Transpersonal Psychology: Guiding Image for the Advancement of International Adult Education" (Marcie Boucouvalas) which explores an image that could guide the further advancement of the field in terms of both theory and plans of action. The next three papers are study reports: "Training Educators of Adults: A Comparative Analysis of Graduate Adult Education in the United States and Great Britain" (Stephen Brookfield); "Analyzing the Short-Term and Long-Term Effectiveness of Continuing Professional Education" (Ronald M. Cervero); and "Teaching Style and Learner Achievement: The Anglo Connection" (Gary J. Conti). The final two papers, with descriptive titles, are "The Educational Broker: An Emerging Role for Adult Educators" (Michael Day) and "Supporting Adult Students: The Role of Significant Others" (Linda H. Lewis). (YLB)

ED 260 308 CG 018 400

Hill, Laura
Correlational Studies on the Relationship between Those Who Use th
Bethany College Counseling Service with Why They Use It, 1983 anc
1983-1984.
PUB DATE- 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Client Characteristics (Human Services); *College Students; *Counseling Services; Family Relationship; Higher Education; Individual Needs; Interpersonal Relationship; Majors (Students); Prevention; *Sex Differences; *Student Problems; Use Studies
IDENTIFIERS- Bethany College KS; *Help Seeking

Research in counseling psychology continues to examine who uses university counseling services and why. Users (N=166) of counseling services at Bethany College, Lindsborg, Kansas during spring, 1983 completed the Bethany College Summary Sheet, an instrument which lists 20 topics of student concern and provides students with a section to check problem areas that explain why they used the counseling service that day. The results indicated that more contacts were made at the personal counseling service for family relationship concerns than for any other reason measured. Significant relationships were found between reasons why individuals used counseling services and sex, year in school, academic major, the month of the year, and the counseling context. A second study of users (N=213) was conducted during the 1983/84 school year. The results from this study indicated that preventative services were being used more in 1983/84 than in 1982/83, and that men tended to use the biofeedback lab while women participated more in life labs. The major concerns responded to through facilitative counseling in 1983/84 were relationships, communication, depression, and personal adjustment. More males than females had emergency concerns in 1983/84. (Reference lists, numerous data tables, and the check lists used to gather data are included for each study.) (NRB)

ED 260 336 CG 018 429

DeSimone, Judith; Hashtroudi, Shahin
Generation and Elaboration in Older Adults.
PUB DATE- Mar 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Aging (Individuals); Cognitive Processes; *Mnemonics; *Older Adults; *Recall (Psychology); Young Adults

Some research suggests that age differences in memory may result from older adults' difficulty in activating preexisting semantic structures. A study was conducted to examine whether older adults could use experimenter-provided elaborators which facilitate memory, or could generate their own elaborators, and to rate the quality of elaborators generated by older adults. Two groups of adults (16 aged 21-35, 16 aged 60-75) were tested in four elaboration conditions: base sentence with no elaborator; base sentence with precise elaborator; base sentence with imprecise elaborator; and base sentence with instructions to produce elaborators. Subjects in all conditions heard 12 sentences and after 1 minute completed a cued recall test. Analysis of results showed that precise elaborators enhanced recall in both age groups, although older adults compared to younger adults seemed to have some difficulty using precise, experimenter-provided elaborators. Self-generated elaborators signifcantly reduced the age differences in memory and for older adults were more effective than precise elaborators. There were no significant differences for age in the type of elaborators generated. Overall, the findings do not support the hypothesis that older adults fail to access semantic structures. (MCF)

ED 260 350 CG 018 443

Schaupp, Diane S.; And Others
Sex-Role Self-Concepts, Marital Adjustment, and Self-Actualization
Long-Term Marriages.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Individual Development; *Marital Satisfaction; *Marriage; Role Perception; *Self Actualization; Self Concept; *Sex Role; *Spouses
IDENTIFIERS- *Femininity; Masculinity

Shostrom (1971) has identified a type of marriage in which self-actualizing couples do not simply accept their socially defined roles, but instead develop personality traits and values that are consistent with their own psychological health and that o the couple relationship. Antill (1983) found evidence for the importance of high scores in femininity in relation to self-reported marital adjustment for both men and women. To furthe examine key qualities in satisfying, long-term marriages, sex-role self-concepts, marital adjustment, and self-actualization were assessed in 107 couples with long-term marriages. Subjects completed the Personal Orientation Inventory (POI), the Bem Sex-Role Inventory (BSRI), and a short marital adjustment scale devised by Locke and Wallace. The results indicated the marital adjustment was positively related to BSRI femininity scores for both males and females. The BSRI femininity score was positively related to aspects of personal development for both sexes as measured by the POI. Significant correlations between femininity scores and personal development were more numerous for males than for females. These findings suggest that feminine or expressive traits such as concern for the welfare of others are a factor in marital adjustment for both males and females. (NRB)

ED 260 365 CG 018 46

Bleuer, Jeanne, Comp.

Assessing School Counselor Performance. In Brief: An Information Digest from ERIC/CAPS.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arb Mich.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 2p.

CONTRACT- 400-83-0014

AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The Univers of Michigan, Ann Arbor, MI 48109-1259.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Accountability; *Counselor Evaluation; *Counselor Performance; *Evaluation Criteria; *Evaluation Utilization; Measurement Techniques; *School Counselors

IDENTIFIERS- ERIC Digests

This digest identifies the issues which must be addressed to ma instruments and procedures for assessing school counselor performance efficient, fair, valid, and useful. (BH)

ED 260 412 CS 209 18

Melkote, Srinivas R.; Babbili, Anantha S.
The Paradox of the Diffusion of Innovations Research: Creating Mo
Communication Bottlenecks Than Breaking Them.
PUB DATE- Aug 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Associat
for Education in Journalism and Mass Communication (68th, Memph
TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; *Communication Research;
Cultural Awareness; Delivery Systems; *Developing Nations;
*Diffusion (Communication); *Innovation; Research Methodology;
*Research Problems; Speech Communication
IDENTIFIERS- *Diffusion of Innovations Research

The paradox of the diffusion of innovations research is that in
efforts to find ways and means of breaking the communication
constraint in Third World countries, it has generated many
bottlenecks that cumulatively constitute the major constraint: la
of an efficient system for delivering adequate and reliable
information, knowledge, and skills of a quality that rural people
can understand and use to increase their productivity. For exampl
obsession with effects of mass media on behavior alteration throu
increased exposure to media gives little consideration to the
content of the messages to which the audience is exposed. Among t
other bottlenecks generated by diffusion research are (1)
inadequate consideration of media message content and differences
in their use and perception by the audiences; (2) the assumption
that adoption of nontraditional innovations is advantageous to al
potential users; (3) the misalignment between what the
communication theorists define and what the researcher actually
measures; and (4) lack of knowledge about the shortcomings and
deficiencies of the source or initiator of the innovation. It wou
seem that diffusion research has created more bottlenecks to the
diffusion of information rather than identifying and breaking
communication constraints. (HOD)

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ED 260 445 CS 209 2

Lowderbaugh, Thomas E.
Making Sense: Writing from Objects. A Smithsonian Approach.
Smithsonian Institution, Washington, DC. Office of Elementary a
Secondary Education.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Descriptive Writing; Elementary Secondary Educatio
*Writing (Composition); *Writing Improvement; *Writing Instruc
*Writing Processes; Writing Skills

Based on courses showing teachers how to use many kinds of ob to teach writing and stimulated by ideas from teachers across th country, this booklet contains suggestions for helping students improve their writing. The booklet discusses writing about obje as a process involving the following steps: making observations gathering data, trying out hypotheses (making guesses) and exploring relationships among ideas, checking to see if the evidence supports the conclusions and if the logical relationsh among ideas are clear, asking others to read a draft to check i clarity for readers, incorporating others' suggestions or one's new ideas into other drafts, and correcting a finished draft. (

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ED 260 492 EA 017

Smith, Nick L.
Adversary and Committee Hearings as Evaluation Methods. Paper
Report Series, No. 110. Interim Draft.
Northwest Regional Educational Lab., Portland, OR. Research o
Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington,
PUB DATE- Apr 85
NOTE- 27p.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (07
DESCRIPTORS- Committees; *Evaluation Methods; *Hearings; Mode
*Program Evaluation; Validity
IDENTIFIERS- *Adversary Evaluation Model; *Committee Hearings
Evaluation Problems

Empirical literature on two types of hearings, and their applicability in evaluating educational programs, is reviewed. introduction describes the use and nature of hearings and distinguishes adversary hearings, in which two parties argue opposing sides of an issue, from committee hearings, in which variety of positions are presented to a panel of decision-make Adversary hearings, the type primarily used in evaluation, are main focus of the paper. Following a brief overview of literat on adversary hearings, the discussion covers strengths of the adversarial approach, hearing procedures (including a table illustrating basic steps and variations), applications (inclu table showing recent uses of adversary hearings in evaluation problems and limitations of the approach. Committee hearings a their uses, for which much less literature is available, are t briefly examined. The paper concludes that (1) adversary heari effectively involve large groups in complex issues, and (2) committee hearings "might provide some of the benefits of adversarial hearings without the same problems," and (3) "much public trial, testing, and revision are needed" for both heari types. (MCG)

ED 260 507 EA 017

Phipps, Lloyd J.; Knell, Kenneth
The How of Successful Citizen Advisory Committee Operation. A
Research and Development Project: Citizen Participation in
Making for Public Schools in Illinois.
**Illinois Citizens Education Council.; Illinois Univ., Urbana.
Educational Development Lab.**
PUB DATE- 85
NOTE- 43p.
AVAILABLE FROM- Publication Sales, Agricultural Education Div
University of Illinois, 357 Education Building, 1310 South
Street, Champaign, IL 61820 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions
DESCRIPTORS- *Advisory Committees; Advocacy; *Citizen Partici
*Citizens Councils; Community Involvement; Community Organi
*Consultants; Elementary Secondary Education; *Participative
Decision Making; Policy Formation; Questionnaires; School Co
Relationship; State Action; State School District Relationsh
IDENTIFIERS- Illinois; Illinois Citizens Education Council

As a means of encouraging the formation of school-sponsored,
citizen advisory committees, the Illinois Citizens Education
Council embarked on a 3-year research and development project.
publication describes this project and thereby serves as a gui
for organizing and using citizens' education advisory committe
Specific objectives of the project were to determine the most
rewarding activities and procedures, and to provide resources
local citizen advisory committees. These include improved sele
procedures, demonstration centers, consultants from Illinois
colleges and universities, lines of communication, and informa
Project organization procedures are described, followed by
evaluation methods, organization of committees, and accomplish
in the areas of school policy, school programs, communication
between school and community, and other activities. The study
investigated committee morale and relationships, committee
operation, and reactions of the chairpersons of citizen adviso
committees and of college and university consultants. A summar
provides recommendations from citizen advisory committees on
following issues: purpose of committees, selection of members,
basic rules of operation, affiliated committees, school policy
programs of schools, public information, attitudes toward scho
undesirable activities, and inservice education. Appendixes pr
instrumentation used in the project, guidelines for the
organization and operation of citizen advisory committees, and
sample materials. (TE)

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ED 260 553 EC 18

A Chance for Independence. Weslaco Training and Development Program.
Texas Education Agency, Austin.
REPORT NO.- TEA-GE-5-453-01
PUB DATE- Mar 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB .PE- Reports - Descriptive (Program/Project Descriptio
DESCRIPTORS- Athletics; *Community Resources; *Home Managem
Interpersonal Competence; Prevocational Education; Progra
Descriptions; Secondary Education; Self Care Skills; *Seve
Retardation; Young Adults

The booklet describes the origins and operations of the We
(Texas) Training and Development Center, a center for severe
retarded and handicapped students (ages 10-22). The facility
simulates normal living and working conditions and focuses c
household management skills (grocery list and meal preparati
clothing care, household repairs), self care skills (groomir
health, and safety), prevocational skills (simple contract w
and math for budget management), and social and athletic ski
Community experiences are incorporated into the program. Lis
implementation and financial requirements, along with a cont
person and typical academic schedule. (CL)

ED 260 198 CE 041 995

Brown, Nancy M.; Hakanson, Edward E.

Curriculum Plan for Tutoring Adult Readers.

Drake Univ., Des Moines, Iowa. Coll. of Education.

PUB DATE- Jun 85
NOTE- 62p.; For a related document, see CE 041 994.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Adult Students; Instructional Materials; Learning Activities; Literacy Education; *Reading Instruction; Reading Skills; Reading Strategies; Remedial Instruction; *Remedial Reading; Teaching Methods; *Tutorial Programs; *Tutoring
IDENTIFIERS- 310 Project

This curriculum plan contains materials for tutors to use in teaching adults to read. It was developed for the Drake University reading tutoring program. The curriculum plan is organized in four levels. The first level covers letter recognition, handwriting, auditory discrimination, sound/symbol coordination, short vowel sounds, sight words, and autonyms. In the second level, sight words, long vowels, blends/digraphs, context clues, alphabetical order, synonyms, and main ideas are detailed. The third level provides materials for teaching other vowels, context clues, structural analysis, main idea, details, sight words, and digraphs, while the final level covers homonyms, affixes, syllabication, spelling patterns, survival words, and evaluation. For each level, the curriculum plan provides objectives, criterion-referenced tests, and answer keys. (KC)

ED 260 269 CE 042 276

Kok, Marilyn R., Ed.
Marketing and Distributive Education Materials. A Resource Guide. Vocational Special Needs Lending Library.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupationa Education and Technology.
PUB DATE- 84
NOTE- 19p.; For related documents, see CE 042 266-275.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Business Education; Business Skills; Classroom Techniques; Curriculum Development; Disabilities; *Distributive Education; Educational Research; Instructional Materials; Job Training; *Library Collections; Library Guides; Library Materials *Mainstreaming; *Marketing; Postsecondary Education; Research Reports; Resource Materials; Secondary Education; *Special Education; Teaching Methods; Vocational Education
IDENTIFIERS- *Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with marketing and distributive education. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, research reports, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 297 CE 042 327

Dunlap, William S.
Guide to Articulation of Programs.
Washburn Univ. of Topeka, Kans.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Div. of Community Colleges and Vocational Education.
PUB DATE- Aug 85
NOTE- 40p.; For a related document, see CE 042 326.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); College Programs; Community Colleges; Cooperative Planning; *Educational Planning; Educational Resources; Guidelines; High Schools; *Institutional Cooperation; *Models; Program Administration; Program Development; Technical Education; Two Year Colleges; Vocational Schools

This handbook is designed to assist area vocational-technical schools and community colleges in their efforts to provide a sequence of continuity for students who choose to continue their education in a similar occupational field. Although originally developed for the field of electronics, the guide is generic in the sense that it will work for programs in any occupational service area. It is also not restricted to use only by area vocational-technical schools and community colleges. The components of the articulation model described in the guide are based on a combination of research of the literature on articulation and through the experience of developing an agreement between two institutions. The guide is divided into nine sections. The first section gives a brief review of the need for articulation. The remaining eight sections deal specifically with the articulation process. Topics include the need for articulation, building a cooperative climate, establishing communications, developing committee assignments, reviewing alternatives, developing an agreement, closing the deal, gaining support, continuing communications, and following up. A bibliography and a list of resources is included in the guide. In the appendix a sample agreement is also included to assist local administrators in the articulation process. (KC)

ED 260 397 CS 209 09

Harris, Thomas E.

Organizational Cultures and the Role of Professional Communicati

PUB DATE- Apr 84

NOTE- 15p.; In: Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1 Information Analysis/State-of-the-Art Materials (070) Speeches Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Communication; Classification; Communicati (Thought Transfer); Communication Research; *Cultural Context; *Culture; *Organizational Communication; Speech Communication

IDENTIFIERS- *Organizational Culture

Understanding organizational cultures offers important and use insights for the professional communicator. The fastest-growing area of interest in the study of modern organizations and their behavior is that of organizational cultures. There are at least specific ways to categorize and discuss these cultures. The firs is to divide them into three distinct types, which reflect the various management and organizational philosophies traditionally followed in American companies: authoritarian/bureaucratic, compromise/supportive, and performance/innovative. The second is use the categories provided by A. Kennedy and T. Deal, who considered five specific elements--business environment, values, heroes, rites and rituals, and cultural work--to classify corpor cultures as follows: macho/tough guy, work hard/play hard, bet y company, and process. Finally, an organizational cultural index test can identify both the type of organization in which a perso works and the type of organization in which a person would like work. (Tables illustrating the text and a copy of the Organizational Culture Index Questionnaire are included.) (DF)

ED 260 430 CS 209 2

Tuchman, Barbara W.
The Book. The Center for the Book Viewpoint Series No. 1.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0322-9
PUB DATE- 80
NOTE- 28p.; Lecture sponsored by the Center for the Book in the
Library of Congress and the Authors League of America (Washin
DC., October 17, 1979).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120) Spe
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Books; History; Humanities; Information Dissemina
*Literary History; *Literature; Novels; Popular Culture;
*Publications; *Publishing Industry; World Literature

The first publication in the Viewpoint Series of the Center f
Book, this booklet contains the first lecture commemorating Lui
Sillcox. The booklet includes a preface by John Y. Cole, Execut
Director of the Center for the Book, and an introduction by Joh
Hersey, President of the Authors League of America. The lecture
presented in the booklet, given by Barbara Tuchman, focuses on
history of the book from its beginnings on clay tablets and pap
written by scribes and priests; follows its development up to t
present time; mentions some of the greatest books written in th
Western world, as well as some of its greatest authors; and
discusses early libraries, the pleasure gained from reading boo
popular books and authors from different historical periods, th
changing public taste, books with great political influence,
paperback books, and the advent of television. (EL)

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ED 260 538 EC 180

Greenan, James P.
Networking Needs in Vocational Special Education.
Illinois Univ., Champaign. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitativ
Services (ED), Washington, DC. Div. of Personnel Preparati
PUB DATE- 84
NOTE- 27p.; A publication of the National Network for Profes
Development in Vocational Special Education.
GRANT- OEG008303678
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Information Networks; Inservice
Education; Needs Assessment; Preservice Teacher Education;
Education; Teacher Attitudes; *Teacher Education; *Vocatio
Education; Vocational Education Teachers

The study was designed to identify problems, needs, effect
and interests in enhancing personnel development networking
activities for professionals working with handicapped studen
transition from school to work. A needs survey was developed
on a research review and comments by a panel of experts. The
instrument asked respondents to rate 10 problem areas in voc
education, special education and rehabilitation and to list
rate effectiveness of networks or resources which they have
Respondents (N=416) were identified by state consultants. Re
suggested that several problems were of particular importanc
vocational teachers: needs assessment, least restrictive
environment/mainstreaming and program evaluation. Minority g
also cited least restrictive environmental mainstreaming as
signficant problem area. Psychologists, counselors, research
vocational evaluators, and parents/advocates cited problems
interagency/organizational collaboration and school to work
transition services. Vocational teachers, teacher educators,
persons with doctorates pointed to concerns for preservice a
inservice programing and/or certification problems and issu
Findings further suggested the existence of several effectiv
networking strategies and resources including newsletters, c
linkages, and conferences. Six recommendations are offered f
practice, three for research, and two for policy. (CL)

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ED 260 568 EC 180

Renick, Mari Jo
Assessing Learning Disabled Children's Motivational Orientat
the Classroom.
SPONS. AGENCY- National Inst. of Child Health and Human Deve
(NIH), Bethesda, Md.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Biennial Meeting of the S
for Research in Child Development (Toronto, Canada, April
1985).
GRANT- DHHS-HD-09613
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at.
Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Elementary Education; *Lea
Disabilities; Learning Motivation; *Self Concept; Student
Characteristics; *Student Motivation; *Test Use
IDENTIFIERS- *Extrinsic Motivation

To examine learning disabled children's intrinsic-extrinsi
motivational orientation to their schoolwork, 90 LD students
grades 3-7 were administered the Scale of Instrinsic vs. Ext
Orientation in the Classroom and the Perceived Competence Sc
Children. Items were read to the students and a short interv
based on the students' responses to the scales followed
administration of each of the measures. Results revealed a
two-factor solution for the LD sample as compared to the
five-factor solution for normal children on the Scale of Int
vs. Extrinsic Orientation. It was suggested that the measure
standardization data for LD students. Additional results sup
the prediction that responses of LD Ss would be systematical
extrinsic than those of normal children for both motivationa
informational factors. Developmental trends of normal and LD
children, however, were similar. Finally, a positive correla
was found between LD Ss' preference for challenge and their
traitlike perceptions of cognitive competence, but not their
specific perceptions of their scholastic abilities. Findings
suggested that LD Ss may be differentially motivated to lear
school depending upon whether or not they feel they are smar
rather than the extent to which they perceive themselves to
competent at specific academic tasks. (CL)

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ED 260 583 FL 015

Rorro, Celeste M.
Oral Language Proficiency Assessment for Bilingual and Engli
Second Language Certification in New Jersey.
New Jersey State Dept. of Education, Trenton. Bureau of Teac
Certification and Academic Credentials.
PUB DATE- Aug 81
NOTE- 17p.
AVAILABLE FROM- New Jersy State Department of Education, 225
State Street, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description
DESCRIPTORS- *Bilingual Education; *English (Second Language
Interviews; *Language Proficiency; Language Teachers; Lang
Tests; *Oral Language; Program Development; State Legislat
*State Standards; *Teacher Certification
IDENTIFIERS- *New Jersey

The development of oral language proficiency as a requirem
bilingual and English-as-a-second-language (ESL) teacher
certification in New Jersey is chronicled. Efforts made towa
preparation of bilingual and ESL teachers to accommodate the
increasing numbers of limited English proficient students in
state are outlined, beginning with the passage of the New Je
Bilingual Law in 1975 and the adoption of teacher certificat
requirements. The following matters are described and explai
the Language Proficiency Interview (LPI) developed by the
Educational Testing Service, the statewide language proficie
assessment program, the history of LPI adminstration by the
Department of Education, the transfer of LPI administration
the Educational Testing Service to the Department of Educati
subsequently to colleges with approved programs in bilingual
ESL education, and the results of administration of the LPI
1976 to mid-1981. (MSE)

ED 260 184 CE 041 946

Publishing an Anthology of Adult Student Writing: A Partnership for Literacy.
Lincoln Intermediate Unit No. 12, New Oxford, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE 30 Jun 85
NOTE 50p.; For the actual anthology see CE 041 947.
LANGUAGE English
EDRS Price MF01/PC02 Plus Postage.
PUB TYPE Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS Adult Basic Education; *Adult Literacy; Cooperative Programs; Creative Writing; English (Second Language); Guidelines; High School Equivalency Programs; *Literacy Education; Program Development; Program Implementation; Publicity; *State Programs; *Student Publications; Writing (Composition); Writing Evaluation; *Writing for Publication; *Writing Instruction
IDENTIFIERS 310 Project; *Pennsylvania

The main objectives of this project were to conduct a writing contest for adult basic education/high school equivalency/English as a second language (ABE/GED/ESL) and basic literacy students and to publish an anthology of selected prose (fiction and non-fiction) and poetry entries by those students. Secondary objectives were to promote a greater public awareness of ABE basic literacy programs and to encourage cross membership and involvement of adult and K-college English teachers. During the year-long project, guidelines were drawn up, and rules and procedures were disseminated to adult education teachers throughout Pennsylvania. Staff training activities were also initiated, and cross networking with regular K-college teachers was encouraged. An evaluation process with several judges was also set up and put into practice. Next, the format and the layout of the anthology were determined and the book was printed and distributed. This report is a step-by-step description of the anthology project. Extensive appendixes to the report contain the following items: rules and guidelines, evaluative criteria for judging student writing, cover letter, student entry form, anthology postscript, anthology preface, annotated bibliography, model of the writing process, narrative of a teacher's experience with a writing project, a list of participating programs and staff members, and samples of public relations materials generated by or received from the project. (KC)

ED 260 227 CE 042 078

Connections. A Journal of Adult Literacy.
Adult Literacy Resource Inst., Boston, MA.
SPONS. AGENCY- Boston Neighborhood Development and Employment Agency, MA.
PUB DATE- Jul 85
NOTE- 111p.
AVAILABLE FROM- Adult Literacy Resource Institute, Roxbury Community College, 625 Huntington Avenue, Boston, MA 02115.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Counseling; Adult Education; *Adult Literacy; Adult Programs; Competency Based Education; Curriculum Development; *English (Second Language); External Degree Programs; *High School Equivalency Programs; Illiteracy; Mathematics Curriculum; Mathematics Instruction; Models; Program Development; Second Language Instruction; *Teaching Methods
IDENTIFIERS- General Educational Development Tests; Jobs for Youth

These nine articles reflect the diversity of activities taking place in adult education and adult literacy in the Boston area. An introduction briefly describes each article; notes on the authors follow. In "A Different Third 'R'--Radical Math," Marilyn Frankenstein describes a mathematics course that, through content and method, both broadens political consciousness and makes participants active self-educators, in addition to teaching math. "Holistic Teaching and Learning Methods" (Adele MacGowan) discusses ideas that fall under the category of "holistic" approaches that engage the learner in real and substantive contexts for learning. "Organizing a Language Arts Program for Functionally Illiterate Adults in a Classroom Setting" (Sylvia Lotspeich Greene) describes in detail the multifaceted components of a basic reading and writing program and curriculum for adults. "Special Projects in ESL--One Class' Story" (David Russell) tells how a magazine of student writings and a videotape focusing on students' lives came into being through an English as a Second Language class. "Missing Pieces--A Proposal to Reappraise Adult Literacy Using Different Frames of Mind" (Lynellyn D. Horne) surveys the literature and thinking on the definitions and effects of literacy. "Developing Listening Skills--Rationale and Discrimination Exercises" (John Croes) identifies the need for listening exercises in daily ESL lessons and describes some useful formats for presenting them. "Jobs for Youth's Competency-Based G.E.D. Curriculum" (Jean Chambers) is a brief account of the curriculum development process and a description of this curriculum model in its current version. "A Counseling Model for Adult ESL Students" (Stuart Gedal) focuses on the needs and opportunities facing adult education programs in the area of counseling. "Making Things Clear--A Program Handbook Really Written for Students" (Elaine Schear) is an actual brochure for students entering Boston's External Diploma Program. (YLB)

ED 260 240 CE 042 221

McKinney, Lorella A.; West, Catherine
Extending Horizons: Family and Friends. Research and Development Series No. 257D.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 15p.; For related documents, see CE 042 217-223.
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257D--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Education; *Disabilities; *Education Work Relationship; Family Involvement; *Family Role; *Individualized Education Programs; *Job Placement; *Parent Participation; Postsecondary Education; Resource Staff; School Community Relationship; Secondary Education; Social Support Groups; Special Education; Team Training; Vocational Education
IDENTIFIERS- Individualized Employment Programs; *Support Services

This companion document describing the role of parents, family members, and close friends in the individualized education program (IEP) process; five other companion documents; and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. Its purpose is to help family and friends understand the importance of their contribution and support as well as assist them to understand the balance that must be maintained between support and independency. Information is provided on societal attitudes toward family and friend participation in educational development of handicapped students and legislative support for parental involvement. The IEP is described in terms of rule requirements, family questions regarding the IEP documents, and the due process hearing and roles for parents at an IEP conference. Suggestions are made for teaming up with others to provide input to school systems. Information on accessing vocational education and aiding the student in getting employment is presented in a descriptive format. A bibliography concludes the document. (YLB)

ED 260 283 CE 042 299

GED Preparation via the Sundial Network. An Audio Teleconferencing System. Final Report. A 310/Special Demonstration Project 1984-1985.

Rio Salado Community Coll., Ariz.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.

PUB DATE- 85

NOTE- 120p.; Document contains colored paper.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141 Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Basic Skills; Community Colleges; Daily Living Skills; Delivery Systems; Demonstration Programs; *Disabilities; *Distance Education; Guidelines; *High School Equivalency Programs; *Homebound; Job Search Methods; Learning Activities; Program Development; Publicity; Questionnaires; Records (Forms); Resource Materials; Rural Areas; Rural Education; Student Recruitment; Surveys; *Teleconferencing

IDENTIFIERS- 310 Project; Arizona

A project was conducted to deliver general educational developmen (GED) instruction through an audio teleconferencing system to adult students in Arizona. Using a previously existing audio teleconferencing system owned by Rio Salado Community College in Phoenix, Arizona, project staff developed a series of credit and noncredit teleconferencing courses in reading, writing, math, social studies, and job search skills. Students were able to receive instruction using several types of equipment: a telephone receiver, a headset, a speaker phone, or a convener (if several students were located at the same site). Special efforts were made to recruit and enroll adults who were homebound, handicapped, or residents of a geographically remote part of the State. Publicity materials and program resource guides were developed and disseminated to GED project directors throughout Arizona. Attachments to the report include the following: (1) publicity materials designed to promote the program; (2) an information sheet for instructors involved in the program; (3) handouts addressing math, English, writing, spelling, social studies, reading, daily living, and employment skills; (4) letters welcoming students to the program and outlining its content and operation; (5) a resource guide for teachers involved in delivery of the teleconferencing program; and (6) a program evaluation form for teachers. (MN)

ED 260 322 CG 018 415

Evans, Sandra Nicola; And Others
Dropout Prevention: Staff Development Program.
Mississippi State Dept. of Education, Jackson. Div. of Instruction.
PUB DATE- Dec 84
NOTE- 105p.; For the Dropout Prevention manual, see CG 018 414.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrators; Dropout Characteristics; *Dropout Prevention; Dropouts; Elementary Secondary Education; *High Risk Students; *Potential Dropouts; *Program Implementation; School Holding Power; *School Personnel; *Staff Development; Student Attrition; Truancy
IDENTIFIERS- Mississippi

This publication is designed to accompany the "Dropout Prevention manual (1984) and to serve as a guide for the staff development training of administrators, faculty, and staff in the initiation of a dropout prevention program. The staff development program contains materials to assist staff in becoming aware of the scope of the dropout problem in Mississippi, acquaint staff with the characteristics of potential dropouts, instruct staff in how to use instruments designed to identify potential dropouts, and recommend programs for staff to help keep students in school. This manual is divided into three sections. The first section contains an overview of the proposed Performance Based Accreditation Standards related to the dropout prevention program, a definition of a dropout, and a discussion of dropout problems in Mississippi. The second section focuses on the elementary school potential dropouts. Nonattendance in elementary school, identification of the poorly adjusted child, and a recommended program for elementary school children are considered. The final section is designed for secondary school staff and includes discussions of characteristics of potential dropouts, recommendations for changing the behavior of potential dropouts, an alternative classroom for dropouts with discipline problems, a dropout prevention program, and assistance for those who do drop out. Transparencies, suggestion lists, and handouts are included in the appendices. (NRB)

ED 260 366 CG 018 46

Walz, Garry R.
Counseling and Educational Excellence: A Response to "A Nation at
Risk". In Brief: An Information Digest from ERIC/CAPS.
**ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbo
Mich.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 2p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The Universi
of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)
DESCRIPTORS- Career Planning; *Cognitive Style; *Counselor Role;
*Educational Improvement; *Educational Quality; Elementary
Secondary Education; Guidance Programs; *Professional Developme
Program Design; Program Evaluation; *School Counseling; Studen
Needs
IDENTIFIERS- ERIC Digests; *National Commission on Excellence in
Education

This digest focuses on the contributions counselors can make t
help schools achieve educational excellence and enhance both the
quantity and quality of student learning. (BH)

ED 260 382 CS 008 127

Gutkin, Joan
The Effect of Diagnostic Inservice Training on Class Reading
Achievement and the Number of Lessons Covered.
PUB DATE- 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American
Educational Research Association (69th, Chicago, IL, March 31-A
4, 1985). Parts of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher
Education; Language Arts; Pretests Posttests; *Reading Achievem
*Reading Diagnosis; *Reading Research; Reading Skills; Reading
Tests; Socioeconomic Status; Student Evaluation

A study was conducted to determine whether a particular diagnos assessment and monitoring program would have an effect on class achievement, regardless of curriculum used. The program consisted of a series of criterion-referenced tests coordinated with sequenced lessons in reading, oral language, and arithmetic, with the results charted by skill and pupil. These results formed a basis for ongoing assistance to the teacher by an inservice teach trainer or supervisor. Conducted in an urban school district with poor pupil achievement, heavy bilingualism, and low pupil socioeconomic status, the study used an experimental pretest posttest comparison group design. All teachers were instructed to use the district's specific language program daily. There were three subtests--phonics, reading vocabulary, and reading comprehension--and a total reading score. Although the comparison group began with higher pretest results in every subtest, the experimental group scored higher in every area except reading vocabulary, and made greater gains in every subtest. However, non of the results reached significance. For the experimental group, covering more lessons in the language program, together with the diagnostic inservice training, resulted in a significant positive correlation between lesson day in program and the posttest scores on every subtest. The more the experimental group teachers covere in the language program, the higher the resulting scores in all areas. (Tables of findings are included.) (HTH)

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ED 260 446 CS 209 2

Wolcott, Willa
The Effect of Developmental English Students' Perceptions about
Importance of Writing on Their Performance in Composition Cla
PUB DATE- 18 Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Southe
Writing Center Association (5th, Atlanta, GA, April 18-20, 19
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developmental Studies Programs; Higher Education;
*Performance Factors; Remedial Instruction; *Student Attitude
Writing Apprehension; Writing Evaluation; Writing Improvement
*Writing Instruction; Writing Laboratories; *Writing Research
IDENTIFIERS- *Writing Attitudes

A study was conducted to determine whether a relationship exi between developmental English students' perceptions of the usefulness of writing in their lives and their performance in composition classrooms. Students enrolled in the developmental English course and the companion writing center course complete writing attitude questionnaire. At the end of the term, student attitude scores were examined in light of the progress they had made in both courses. This progress was measured by a pretest a posttest of editing skills, and an in-class expository essay. T 65 students were subsequently grouped into the following catego according to their test results: (1) 30 students improved on bo the editing and the essay tests; (2) 17 students improved on th editing tests but declined in their essay scores; (3) 14 studen improved on the editing test but showed no change in essay scor (4) two students declined on the editing but improved on the es and (5) the two remaining students showed no improvement on eit test. The results indicated that students' perceptions of the usefulness of writing have little bearing on their writing performance. The writing attitudes of the group that improved o both measurements did not significantly differ from the attitud of those students who showed either no change or a decline in t writing. (HTH)

ED 260 478 CS 505 0

Borchardt, Donald A.
Revival/Innovation: The Director's Dilemma.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Americ
  Theatre Association (Toronto, Ontario, Canada, August 4-7, 19
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; *Drama; Evaluative Thinking;
  *Innovation; *Playwriting; Problem Solving; *Production Techn
  Speech Communication; Theater Arts
IDENTIFIERS- Audience Response; *Directors (Theater); *Revivals
  (Plays)

One problem confronting theater directors is how to revive a in such a way as to give it new relevance to a contemporary audience, and there many unhappy examples of this dilemma. Each director is concerned with exploring the text, and in some case manipulating the content, in order to bring out new meanings. Whether controversial or traditional, the first step for a dire is to establish a goal, to have a point of view. Presenting a p of view, however, does not automatically mean distortion of the content or the inherent meaning of a playscript. Gathering information and making judgments is part of the process of understanding tradition and seeking relevance. Newly discovere values in the seldom produced classics can sometimes lead to exciting revivals. One must realize, however, that even in the carefully prepared process of reviving a play with contemporary relevance, the directing process is fraught with risks. One ris that the audience or the critics may evaluate the results differently from the director. Problems can be minimized if the director studies the chosen play within its total cultural cont relates values of the past to those of the present, and develop point of view with meaningful perspective. (HOD)

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ED 260 522 EC 180

Meyers, Abbey S.

Serving Clients with Tourette Syndrome: A Manual for Service Providers.

Tourette Syndrome Association, Inc., New York, NY. Dept. of and Professional Services.

PUB DATE- 84

NOTE- 19p.; Funding for this document provided by a grant fr New York State

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Behavior Problems; Clinical Diagnosis; Counseli Techniques; *Developmental Disabilities; Elementary Second Education; Etiology; *Intervention; *Student Characteristi

IDENTIFIERS- *Tourette Syndrome

The booklet is intended to provide an overview of Tourette Syndrome, (TS), a neurological movement disorder characteriz multiple involuntary tics, uncontrollable vocalizations, and range of behavior problems including attention deficit and hyperactivity. Typical characteristics of TS are described a with information on etiology, diagnosis, and treatment. Amon educational implications considered are the incidence of lea disabilities and common problems of attention, handwriting difficulties, and the compounding difficulties of stress. Ca studies illustrate management of TS individuals in school an the workplace (through vocational rehabilitation). Special considerations for institutionalized, mentally retarded and autistic, as well as normal intelligence individuals with TS examined. Implications for mental health practitioners are discussed in terms of counseling needs for the individual an family. (CL)

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ED 260 554 EC 18

Singer, Linda R.; Nace, Eleanor
Mediation in Special Education: Two States' Experiences.
National Inst. for Dispute Resolution, Washington, DC.
REPORT NO.- NIDR-R-1
PUB DATE- 85
NOTE- 18p.
AVAILABLE FROM- National Institute for Dispute Resolution,
Street, N.W., Washington, DC 20036 (free while supply las
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Arbitration; *Conflict Resolution; *Disabilit
Process; Legislation; *Parent School Relationship; State
IDENTIFIERS- *California; Massachusetts

The report examines the use by two state governments of m
to resolve disputes between schools and parents of handicap
children. Officials, parents, educators, and legal personne
California and Massachusetts were interviewed, mediations w
observed, mediation agreements examined, and statistics rev
typical case illustrates the mediation process. Findings re
striking uniformity in process in the two states as well as
identity of the disputants. The proportion of disputes succ
resolved in mediation has increased from 1981-1983 in Calif
and has been holding steady in Massachusetts since 1983. It
evident that overall, disputants are extremely satisfied wi
mediation process, although parents clearly feel the school
significantly more power than do parents. It is suggested t
mediation is a success in resolving disputes because it nur
rather than destroys trust and cooperation among people int
in special education. (CL)

ED 260 254 CE 042 250

Worthington, Robert M.
Vocational Education for Displaced Homemakers and Single Heads of Households.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 29 Apr 85
NOTE- 10p.; Paper presented to the National Board of Directors of Displaced Homemakers, Inc. (Washington, DC, April 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Education; *Adult Vocational Education; Community Programs; Demonstration Programs; *Displaced Homemakers; *Educational Finance; *Federal Legislation; Federal Programs; Federal State Relationship; *Heads of Households; Nontraditional Occupations; *One Parent Family; Postsecondary Education; Program Development; Program Improvement; Reentry Workers; School Business Relationship
Sex Fairness; State Federal Aid; State Programs; Womens Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

The emphasis on achieving sex equity, begun under the Education Amendments of 1976, continues and expands with the Carl D. Perkins Vocational Education Act. As in the 1976 amendments, the states are required to assign one person full-time responsibility for fulfilling mandated functions relative to sex equity. However, the new Act provides the financial resources necessary to meet the vocational needs of special populations and reduce sex stereotyping and bias in vocational education. The Act accomplishes this through two set-asides: one for single parents and homemakers, the other for young women and sex equity programs. The Act requires that the sex equity coordinator gather, analyze, and disseminate data on the adequacy and effectiveness of vocational education in meeting the educational and employment needs of women. The Act also provides for activities for displaced homemakers who want to develop home-based or small businesses; employer-linked training leading to placement of women in nontraditional jobs; a sex equity resources center; mini-grants to local school districts; and a statewide program to identify and tap the talents of women who have the potential for upward mobility. To implement these provisions, local planners can draw inspiration from exemplary programs such as those conducted in several states and localities. The role of the sex equity coordinator in all of these actions is extremely important. (KC)

ED 260 413 CS 209 18

Connell, Donna Reid
Writing before Reading.
PUB DATE- Apr 85
NOTE- 31p.; Paper presented at the National Conference for the Council for Exceptional Children (63rd, Anaheim, CA, April 15-1 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Handwriting; Kindergarten; Primary Education; Readi Instruction; *Reading Readiness; *Reading Research; *Reading Writing Relationship; *Writing Instruction

An informal field study to design a system of beginning writing the prefirst-grade child is presented in this paper, following a review of the literature. A series of questions are then raised regarding what letter form should be taught first, how letters should be grouped for instruction, and what verbal references should be used for beginners. The paper then lists two objective leading toward the major goal of designing a program to teach children to write before they can read: teaching them to make the author's modified italic alphabet and teaching them to associate each alphabet letter with its major speech sound in English rathe than its alphabet name. Next, the paper discusses the sequence fo teaching letters and curves, and experiences in teaching alphabet writing. Finally, the paper describes a comparative study, which tested children taught with the author's write-to-read program in 1974-75, and concludes that teaching writing shows promise as an effective way to promote reading readiness in kindergarten. Graphics illustrating the text are included. (EL)

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ED 260 461 CS 504 9

Worobey, Jacqueline Lowe
Using Closed-Circuit Television as a Teaching Tool: Implication
Health Communication Educators.
PUB DATE- May 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Easter
Communication Association (76th, Providence, RI, May 2-5, 198
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Teaching (Health Professions); *Closed C
Television; *Communication (Thought Transfer); *Health Educat
Instructional Innovation; *Patient Education; Patients;
Postsecondary Education; Telecommunications
IDENTIFIERS- *Audience Awareness

A conceptual framework that health communication educators ca
follow to effectively employ the medium of closed-circuit
television (CCTV) in assisting patient education activities is
outlined in this paper. The argument is posed that the patient
population is not a homogeneous group; therefore, those involve
designing pedagogical strategies should tailor programs to the
appropriate audience member if health information programming i
be a significant means of communicating to individual patients.
three-page list of references concludes the paper. (DF)

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ED 260 493 EA 017

Hansen, Kenneth H.
State Evaluation and Assessment Programs: SEA Policy Options.
Discussion Draft.
Northwest Regional Educational Lab., Portland, OR. Northwest
for State Educational Policy Studies.
SPONS. AGENCY- Chief State School Officers of the Northwest a
Pacific.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 16p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
DESCRIPTORS- Agency Cooperation; Data Interpretation; *Educat
Assessment; Educational Policy; Measurement Objectives; Meas
Techniques; *Policy Formation; Selection; State Departments
Education; *State Programs

When establishing statewide and nationally comparable educat evaluation and assessment systems, state education agencies (S must consider factors affecting policy in at least four areas First, the full range of purposes for establishing such a syst should be clarified. It must be decided whether the system exi to provide data for reporting or for decision-making, whether comparisons should be made within educational units or between them, and what emphasis is to be placed on various forms of learning. Second, the evaluation tools selected must be compat with the purposes identified. The range of evaluation informat gathered and the contextual data collected must be appropriate attention should be paid to whether the tools used are suitabl diagnostic and reveal significant facts. The third area of con is the potential for misusing or misinterpreting the data. Ful disclosure of a broad range of data, coupled with thorough explanation of how to understand it, is vital. Fourth, careful consideration must be given to the degree of collaboration tha desired with other agencies, and the extent to which other decisions affect the achievement of the desired cooperation.

ED 260 270 CE 042 278

Idaho Cooperative Education Handbook. An Interdisciplinary Approach for Secondary and Post-Secondary Education.

Idaho State Univ., Pocatello.

SPONS. AGENCY- Idaho State Dept. of Education, Boise. Div. of Vocational Education.

PUB DATE- Jun 84

NOTE- 395p.

AVAILABLE FROM- Idaho Vocational Education Curriculum Dissemination Center, University of Idaho, Moscow, ID 83843 (in state: $15.00; out of state: $25.00).

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Cooperative Education; Cooperative Planning; Cooperative Programs; Educational Innovation; Educational Resources; Guidelines; On the Job Training; Postsecondary Education; Professional Development; *Program Administration; Program Development; *Program Implementation; Public Relations; Secondary Education; *State Programs; Student Recruitment

IDENTIFIERS- *Idaho

This handbook has been developed through an interdisciplinary approach so that it can be used for any cooperative education program that might be proposed or in existence in the State of Idaho. The handbook was written to serve as a guide for those schools and districts that are considering using such a plan. The handbook, a program management instrument, is designed to present "just enough" theory to explain the concept, procedure, or requirement. The introductory material includes an index of basic question areas that are discussed in more than one section of the handbook. At the same time, the book contains a variety of forms, letters, charts, and other examples to enable teacher-coordinators to put theory into action in their programs. The handbook is organized in nine sections that cover the following topics: cooperative education governance (with separate subsections for secondary and postsecondary guidelines), cooperative education establishment, management and administration of cooperative education, coordinating classroom instruction and on-the-job training, establishing and maintaining training stations, recruitment and selection of students, public relations, professional development, and resources for cooperative education. (KC)

ED 260 309 CG 018 402

Smith, Kemper D., III; Hall, Melody H.

Utilizing Student Development Strategies to Develop a Residential Life Program: A Formula.

PUB DATE- Mar 85

NOTE- 19p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; *College Environment; College Housing; *College Students; Dormitories; Higher Education; Qualit of Life; Resident Advisers; *Residential Colleges; *Student Development; *Student Personnel Services

A review of student development literature reveals that the goal student affairs has changed from the mission of controlling and serving students to that of developing students. Implementing a residential life program grounded in student developmental strategies requires careful planning. Three developmental strategies incorporated with sound theoretical undergirding will provide optimum conditions for human development: milieu management, community development, and programming. Under the heading of milieu management, student development strategies include the comprehensive residence hall personalization programs which can be divided into three categories: (1) general freedom programs which allow for maximum initiative and creativity by students in personalizing space; (2) limited freedom programs whic allow students to personalize residence halls on a limited basis; and (3) restricted freedom programs which allow for personalizatio using strict guidelines. A comprehensive action plan for intentional community development can result in a sense of group unity and shared responsibility. One approach to educational programming, programming for wellness, can facilitate change, growth, and development. The environment, community, and developmental programming are all change strategies which provide the basic structure for developing a successful residential program. (A detailed outline of the three strategies is included.) (NRB)

ED 260 337   CG 018 430

Der-Karabetian, Aghop; Angel, Debbie
Intimacy and Dominance Gestures in the Work Place.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Western
  Psychological Association (65th, San Jose, CA, April 18-21, 1985
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age; Educational Background; *Employed Women; Females
  Marital Status; Religious Factors; Sex Role; *Sexual Harassment;
  *Work Environment
IDENTIFIERS- *Dominant Behavior; *Intimacy; Male Female Relationsh

Efforts to explain the harassment of women in the work place hav focused on sex role socialization and cultural norms conditioning men to be dominant and initiators of sexual interactions. New work relationships, however, may bring new value to intimacy which may be differentiated from dominance gestures. To test the relationshi of intimacy and dominance gestures reported by women in the corporate work place, 375 female workers were surveyed. The sample of 200 respondents was divided by age and marital status into four subgroups of comparable size: under 30 years of age, single; over 30 years of age, single; under 30, married; over 30, married. The subjects completed measures of intimacy and dominance gestures and sex-role liberation, and provided demographic information on age, marital status, education level, religious affiliation, and length of service with the company. Analysis of results showed a low positive correlation between the reported instances of the two types of gestures explaining only 11 percent of the variance. This finding suggests the relative independence of the occurrence of intimacy and dominance gestures. On the average, about three times more dominance than intimacy gestures were reported. Age, marital status, length of employment, religious affiliation, and sex role liberation were not related to experiences of intimacy and dominance. There was, however, a weak positive correlation between education and reports of intimacy gestures, probably due to more educated women's heightened awareness. The results support the contention that intimacy and dominance are separate dimensions. (MC

ED 260 351 CG 018 444

Snowden, Max; Peel, Evelyn
Arkansas' High School Dropouts: Voluntary and Involuntary.
Arkansas Advocates for Children and Families, Little Rock.
SPONS. AGENCY- Arkansas State Office of Alcohol and Drug Abuse Prevention, Little Rock.
PUB DATE- 1 Apr 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Alcoholic Beverages; *Drinking; *Dropout Characteristics; Dropout Research; *Dropouts; *Expulsion; High Schools; *Illegal Drug Use; Student Attrition; *Suspension; Withdrawal (Education)
IDENTIFIERS- Arkansas

This report is concerned with students who either dropped out or were dismissed from grades 9 through 12 during 1983-84 in 14 schoo systems in Arkansas. It is intended for use by state government, the State Department of Education, state and local policymakers, school administrators and staffs, parents, and young people. The data presented in this report were obtained from questionnaires completed by schools for each student who dropped out, was suspended, or was expelled during 1983-84 and from interviews with over 200 of these students. In Part I of the report, the magnitude of the dropout problem is considered, demographic characteristics of the dropouts and selected characteristics of their families are examined, and reasons for withdrawals and exclusions are discussed The two types of school departures, dropouts and dismissals, are compared. Findings are summarized and recommendations are suggested. Part II of the report deals with the role of alcohol an drugs in the dropout problem and is based on personal interviews with the students. Survey results are presented according to beliefs about community drug and alcohol problems, patterns of dru use, reasons for using drugs, drug information sources, and other related information. The relationship between the use of controlle substances and school dropouts and dismissals is discussed. Findings are summarized and recommendations are made. The appendices contain the Personal Interview Questionnaire and a sample of detailed suspension, expulsion, and attendance policies. (NRB)

ED 260 398 CS 209 10

Frost, Fred A.
Intra-Company Communication: A Key Element in Marketing Strategy
PUB DATE- Apr 84
NOTE- 15p.; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- Industry; *Marketing; *Organizational Change; *Organizational Communication; Organizational Development; *Organizational Effectiveness; Organizational Objectives; Organizational Theories; Technology
IDENTIFIERS- Australia (Western Australia)

Rapid technological development, rising standards of living, a greater pressures of consumerism and consumer expectations have caused shorter product life cycles. Future organizational succes will depend on organizations' abilities to respond to the changi opportunities and threats in the marketplace. As companies and products move through their respective cycles, communication patterns change, with information flowing to and within organizations both formally and informally. A study of fifty-fiv companies in Western Australia was conducted to learn to what extent the sales force is used to provide strategic information. Results showed that only 5% of the companies encouraged written feedback. Ironically, people most committed to the organization' well-being were not encouraged to provide information that could prove vital to the organization's future well-being, thus provid a more solid base for future strategic thinking. One way to reme the situation would be to place the marketing function in the industrial marketing organization to act as the collector. The expenditure of resources to develop such a system, however, must measured against the advantages gained. (DF)

ED 260 431 CS 209 2

Cole, John Y., Ed.
Responsibilities of the American Book Community.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0328-8
PUB DATE- 81
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Books; *Business Responsibility; Communication (T
Transfer); *Marketing; *Publications; Public Relations; *Publ
Industry
IDENTIFIERS- *Book Sales; *Booksellers

The responsibilities of publishers and booksellers are discus
this book, which is divided into three parts. Part I sketches t
remarks of the principal speakers at the invitational colloquiu
the "Private and Public Responsibilities of the American Publis
held on April 4 and 5, 1979, and includes the papers of two of
these speakers: "On Having Responsibilities and Being Responsib
by Erwin A. Glikes and "The Private and Public Responsibilities
the American Publisher" by Lewis A. Coser. Part II contains a
report, by Hugh Seidman, of the January 30, 1980, symposium
sponsored by the American Center of PEN (Poets, Playwrights,
Editors, Essayists, and Novelists) International and the Arthur
Garfield Hayes Center for Civil Liberties of New York Universit
as well as selected statements made at the March 13, 1980, hear
before the Senate Subcommittee on Antitrust, Monopoly, and Busi
Rights of the Committee on the Judiciary. Part III summarizes t
April 25, 1980, seminar on "The Co-Responsibilities of American
Publishers and Booksellers" and includes the four papers
commissioned for the seminar: "Publishers and Booksellers: The
Perennial Odd Couple" by John Tebbel, "American Publishers and
Booksellers: A Personal Perspective" by Carl A. Kroch, "The
Responsibilities of Publishers to Booksellers" by George A.
Brockway, and "Inflation: A Dilemma for All Book Industry
Participants" by E. Wayne Nordberg. (EL)

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ED 260 508 EA 017

Anderson, Kent C.
Early Prevention of School Failure.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions
DESCRIPTORS- *Cognitive Style; Curriculum Guides; *Developmen
Disabilities; Educational Change; Elementary Secondary Educa
Evaluation; Learning Disabilities; *Learning Modalities;
Recordkeeping; Remedial Programs; *Screening Tests; Skill A
Skill Development; Student Development
IDENTIFIERS- *Early Prevention of School Failure; Nation at Ri

The Early Prevention of School Failure (EPSF) program develo
Dr. Luceille Werner is presented. The program is designed to
identify and remediate developmental deficiencies of four-, fi
and six-year-old children and has been accepted in the Nationa
Diffusion Network as a nationally validated program. The main
program components are screening and team conferencing, and
systematic remediation and individualized followup. Five tests
used in the screening process: (1) the Peabody Picture Vocabul
(2) the Visual Motor Integration test, (3) the Goodenough
Draw-a-Person, (4) the Revised Motor Activity Scale, and (5) t
Preschool Language Scale. The remediation part of the program
done through participation in daily modality periods in which
skills needed are practiced. The program provides curriculum
guides, sources, and ideas for materials, as well as activity
guides for teacher use. A long term evaluation of the program
strongly suggests EPSF has positive long range effects. (MD)

ED 260 199 CE 041 997

Frasier, James R.

Surveying Private-Sector Employers to Identify Labor Training Needs.

PUB DATE- 31 Mar 85

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Needs; *Educational Planning; *Employer Attitudes; *Industrial Training; Labor Needs; *On the Job Training; Postsecondary Education; Program Development; School Business Relationship; *Small Businesses; Vocational Education

IDENTIFIERS- *Hartford Area Vocational Center CT

This study was conducted to assess how the Hartford Area Vocational Center could work with area employers to increase the occupational skill readiness of currently employed workers. A total of 1,381 employers in Vermont and New Hampshire were surveyed through a mailed questionnaire, with a return rate of 518 employers (38 percent). Most employed 10 persons or fewer. The study found that most employers responding to the survey appeared to be heavily involved in training and/or retraining of currently employed workers. Of the 306 respondents who identified the types of training programs they conducted, 272 (89 percent) used on-the-job training. Employers also revealed that on-the-job training was often supplemented with orientation, self-directed learning packets, technical workshops, employer-based apprenticeship, and factory/commercial training courses. Employers also seemed very interested in identifying additional training opportunities for their employees. As a result of the study the following actions were taken: (1) an adult education advisory committee was established at the Hartford Center, and (2) a plan was developed for offering skill development services in addition to the employee training activities provided by area employers. A copy of the survey is included. (KC)

ED 260 213 CE 042 047

Fellenz, Robert A.; Conti, Gary J.
Comprehensive Evaluation of the Statewide Texas Adult Basic Education Program: Evaluating a Human Enterprise.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- 84
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Dropouts; Educational Change; Educational Cooperation; Educational Planning; *Federal Programs; Formative Evaluation; *Needs Assessment; Program Development; *Program Evaluation; Staff Development; *State Programs; Student Recruitment; Summative Evaluation
IDENTIFIERS- Linkage; *Texas

Data are presented from an evaluation of state and federal adult basic education (ABE) programs in Texas. An introduction describes the methodology by which data were collected. The next three sections contain survey data from and about students, teachers, and administrators. Other sections examine the program planning process, management and organization, linkages with other organizations and agencies, student recruitment, how to reach students most in need, student benefits from the program, dropouts and stopouts, and staff development practices and needs. Another section contains information from interviews with 13 individuals who have long served the basic education effort in Texas. Their perceptions of change in ABE during the past decade are presented. The next section groups requests for help and suggestions of ways in which resources could be made more effective into six areas: help needed from the Texas Education Agency, funding needs, staffing and training needs, teaching needs, vocational training needs, and need for a renewed spirit. Twenty conclusions based on findings of this evaluation study are presented. They are related to patterns of service, varying quality, linkages, program planning, management, teachers, and student needs. (YLB)

ED 260 298 CE 042 329

Driving Procedures. A Resource Guide for Driver Education Teachers.
Texas State Dept. of Public Safety, Austin.
PUB DATE- 84
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Driver Education; Motor Vehicles; Secondary Education; *Signs; *Traffic Control; *Traffic Safety

Designed to provide instructors with resource materials for driver education, this book contains mainly materials on established safe driving procedures. An introduction defines a procedure as describing ways in which a driver can comply with the law to do something extra that will increase his/her safety and prevent congestion and collision. Examples and descriptions of procedures and laws are provided, and suggestions are made for incorporating discussion of procedures into driver education. These categories of driving procedures are discussed: city driving; rural driving; night driving; winter driving; driving on mountain roads; driving on freeways; driving in fog; driving in sandstorms; driving on slick roads and running off roadway; driving in mud, water, and rain squalls; problems and procedures involving trucks; railroad crossing procedures; driver signals; traffic signs, markings, and signals; applying brakes on automobiles; blowout hazards and recovery procedures; passing problems on two-lane city streets; transitions between roadways; small barricades in one lane of a multilane roadway; use of rearview mirror in approaching an intersection; checking left lane before starting to overtake and pass; the right-of-way and how to show drivers you will yield it; yielding right-of-way to emergency vehicles; braking distance charts; vehicle acceleration and deceleration; and following distances. Two final sections address littering and the square principle. (YLB)

ED 260 367 CG 018 46

Herbert, Deborah, Comp.

Eating Disorders: Counseling Issues. In Brief: An Information Dig
from ERIC/CAPS.

**ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbo
Mich.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 2p.

CONTRACT- 400-83-0014

AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The Universi
of Michigan, Ann Arbor, MI 48109-1259.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Adolescents; *Anorexia Nervosa; *Counseling Techniqu
*Family Characteristics; Females; Incidence; *Psychological
Characteristics

IDENTIFIERS- *Bulimia; *Eating Disorders; ERIC Digests

This digest describes the characteristics and extent of anorexi
and bulimia, and provides psychosocial and family profiles of the
victims. The role of counseling programs in treating these
disorders is discussed. (BH)

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ED 260 462 CS 504 98

Wittig, John W.
The Basic Public Relations Course: A Pedagogical Perspective.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Southe
Speech Communication Association (Winston-Salem, NC, April 11
1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Higher Education; *Introductor
Courses; *Public Relations; Speech Communication; *Speech
Curriculum
IDENTIFIERS- *University of Alabama Birmingham

The last ten years have witnessed a nationwide proliferation
courses and programs in public relations. Consideration of the
and function of the introductory course in public relations
involves the course's objectives, the methods used to teach it,
placing the course in a curricular setting so that its
interrelationship with other courses in a public relations sequ
may be understood. The public relations sequence at the Univers
of Alabama is incorporated within the Department of Communicati
Studies that is part of the School of Humanities. The Principle
course is offered in the context of a major urban university an
enrollment in the course reflects that setting. Approximately 7
of the students are of traditional college age. The remaining
one-fourth of the enrollment is made up of nontraditional stude
This diversity creates a stimulating teaching environment. The
course emphasizes the evolution and application of public relat
theory. Grunig and Hunt are used as the text basis for instruct
and students are required to do a major research paper. In a
followup survey conducted after the students completed the next
course in the sequence, nearly 90% indicated that the theory th
had learned was valuable. (Appendixes include a course syllabus
guidelines for a journal). (DF)

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ED 260 539 EC 180

Greenan, James P., Ed.; O'Leary, Edward, Ed.
National Network Resource Directory.
Illinois Univ., Champaign. Coll. of Education.
SPONS. AGENCY- Office of Special Education and Rehabilitativ
Services (ED), Washington, DC. Div. of Personnel Preparati
PUB DATE- 84
NOTE- 236p.; A publication of the National Network for Profe
Development in Vocational Special Education.
GRANT- G008303678
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; *Disabilities; Information Network
Networks; Program Descriptions; Resource Materials; *Staff
Development; *Teacher Education; Vocational Education

The document presents information on networks, organizatio
resources related to personnel development in vocational spe
education. The listings were identified in a survey of all 5
states and U.S. territories which provided information on re
resource centers, consortiums, instructional materials cente
business/industry training programs, association/organizatio
information networks, computer networks, research and develo
centers, personnel preparation training projects, and other
networks/organizations. Resources are listed alphabetically
state, with each entry providing the following information:
address, scope (state, regional or national), and assistance
provided. (CL)

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ED 260 569 EC 180

Renick, Mari Jo
The Development of Learning Disabled Children's Self-Percept
SPONS. AGENCY- National Inst. of Child Health and Human Deve
(NIH), Bethesda, Md.
PUB DATE- Aug 85
NOTE- 80p.; Master's Thesis, University of Denver.
GRANT- DHHS-HD-09613
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/T
Master Theses (042)
DESCRIPTORS- *Athletics; *Cognitive Development; Competence;
Elementary Education; *Learning Disabilities; Middle Schoo
Acceptance; Peer Relationship; Physical Development; *Self

The study examined the manner in which self perceptions of
disabled (LD) children (1) develop in relation to growing so
awareness and (2) differ among groups of LD students who are
segregated from normally achieving students for varying amou
their instructional time. Eighty-seven children (in grades 3
8) had been placed in learning disabilities resource rooms i
each student attended regular classes and worked for 1 hour
day with an LD specialist in a small group; and 27 children
grades 7-8) had been placed in self-contained settings for 8
100% of their instructional time. All Ss were administered t
Perceived Competence Scale for Children. The test measures
perceptions across four domains: cognitive competence, soci
acceptance, physical competence, and general self worth. Ss
provided two ratings for each item on the cognitive competen
subscale: perceptions of competence in the regular classroom
the LD classroom. Results of factor analysis revealed that t
factor structure of the LD sample differed from that obtaine
a normally achieving sample. LD Ss in both resource rooms an
contained classrooms perceived themselves to be more academi
competent in their special education classes than in regular
classes. Middle school Ss in resource rooms perceived themse
more favorably in terms of cognitive competence in the LD
classroom, social acceptance, physical competence, and self-
than did middle school self-contained students. Resource roo
tended to perceive themselves as increasingly less academica
competent in the regular classroom across grades 3 through 8
maintain high perceptions of academic competence in the LD
classroom. Elementary Ss in resource rooms perceived themsel
more intelligent and confident in their abilities than did m
school Ss. Finally, results suggested that the extent to wh
self-contained Ss perceived themselves to be smart and confi
was related to their perceived social acceptance from peers
their athletic competence. (CL)

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ED 260 584 FL 01

English Teaching Profile: Bahrain
British Council, London (England). English Language and Lite
Div.
PUB DATE- Mar 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descript
Guides/Methods/Techniques (For Practitioners) - Non-Class
(055)
DESCRIPTORS- Elementary Secondary Education; *English (Secon
Language); Foreign Countries; Higher Education; Instructio
Materials; *Language of Instruction; *Language Role; Langu
Teachers; Material Development; *Second Language Programs;
Qualifications
IDENTIFIERS- *Bahrain

A profile of the state of English and English instruction
Bahrain covers the following topics: description of the role
status of English language use in industry and commerce,
government, and education; the role of English at all levels
educational system; the availability, characteristics, and
qualifications of teachers of English; the type of materials
support available for instruction; the type of and demand fo
English instruction outside the educational system; and the
of British and American support for English instruction. It
concluded that, at all levels of society, there is a recogni
the importance of English for development, communication, in
business, and banking. The Ministry of Education is concerne
the generally poor level of English proficiency attained by
who leave school after nine years of instruction, and indus
and commercial institutions are searching for ways to impro
employees' English proficiency. Factors inhibiting English
instruction include conservatism among both local and expat
teachers, dependence on the textbook as an authority on Engl
language and methods, poor teacher training with underempha
teaching methods and classroom instructional skills, and in
English speaking competence among non-native English-speakin
teachers of English. (MSE)

ED 260 185 CE 041 94[illegible]

Our Words, Our Voices, Our Worlds: Selected Poetry and Prose by
Pennsylvania's Adult Basic Education Students.
Lincoln Intermediate Unit No. 12, New Oxford, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg.
Div. of Adult Education and Training Programs.
PUB DATE 84
NOTE 74p.; For a history of the project, see CE 041 946.
LANGUAGE English
EDRS PRICE MF01/PC03 Plus Postage.
PUB TYPE Creative Works (Literary and Dramatic) (030)
DESCRIPTORS Adult Basic Education; *Adult Literacy; *Creative
Writing; *Educationally Disadvantaged; English (Second Language);
High School Equivalency Programs; *Literacy Education; State
Programs; *Writing (Composition); Writing for Publication; *Writing
Instruction
IDENTIFIERS 310 Project; *Pennsylvania

This collection of adult student writing is the product of a literacy [illegible] project in Pennsylvania. Contributors to the [illegible] were [illegible] students in Adult Basic Education (ABE), General Education Development (GED), English as a Second Language (ESL), and basic literacy classes. Students who participated in this writing project were encouraged to adopt a writing for life philosophy, using writing to enhance their own personal growth and development as well as the well being of their families and communities. The anthology contains both poetry and prose selections written mainly by persons who had been educationally disadvantaged and now were helping themselves by improving their basic skills in adult education and literacy programs throughout Pennsylvania. (KC)

ED 260 241 CE 042 222

McKinney, Lorella A.; West, Catherine
Extending Horizons: Employers as Partners. Research and Development Series No. 257E.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 24p.; For related documents, see CE 042 217-223.
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, O 43210-1090 (RD257E--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Design Requirements; *Disabilities; *Education Work Relationship; *Employment Practices Hearing Impairments; *Job Placement; Learning Disabilities; Mental Retardation; Physical Disabilities; Postsecondary Education; Resource Staff; School Community Relationship; Secondary Education Social Support Groups; Special Education; *Supervisory Methods; Team Training; Visual Impairments; Vocational Education
IDENTIFIERS- Individualized Employment Programs; *Support Services

This companion document designed to provide employers with basic information, understanding, and facts regarding the employment capabilities of handicapped persons; five other companion documents; and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. An introduction presents information regarding common misconceptions held by society relative to employment of the handicapped, legislation affecting the employment of handicapped individuals, and hiring of handicapped workers. The next section provides an overview of these handicapping conditions: blindness/visual impairment, deafness/hearing impairment, orthopedic impairment (multiple sclerosis, cerebral palsy), mental retardation, learning disabilities, and other health impairments (epilepsy, mental illness). Three other brief sections address supervising handicapped employees, architectural needs/criteria, and work station adaptation. A bibliography concludes the document. (YLB)

ED 260 284 CE 042 300

Creating an ABE Network. A Staff Development Project. Final Report.
310/Special Demonstration Project 1984-1985.

Rio Salado Community Coll., Ariz.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.

PUB DATE- 85

NOTE- 58p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; *Classroom Techniques; Curriculum Development; Demonstration Programs; Directories; *Educational Cooperation; Educational Practices; English (Second Language); Information Dissemination; *Information Networks; Information Sources; Linking Agents; Material Development; Questionnaires; Reading Skills; Records (Forms); Science Educatio
Social Studies; State Surveys; *Statewide Planning; *Teaching Methods; Writing Skills

IDENTIFIERS- 310 Project; *Arizona

A project was conducted to create a communications network for adult basic education (ABE) instructional staff and administrators throughout Arizona. Included among the major accomplishments of the project were the following: development of a statewide directory of ABE program instructors and administrators, use of the project-developed networking directory in the planning and administration of a statewide teaching techniques survey, and publication and distribution of a teaching techniques survey handbook to all survey participants and ABE project directors in the State. This project report includes the following project materials: the form used to collect data for the State directory; the questionnaire used to solicit teaching techniques and curriculum development ideas; a compilation of various techniques and learning pertaining to instructional delivery in math, reading, social studies, writing, science, and English as a second language that were gathered through administration of the teaching techniques survey; and a teaching techniques survey evaluation. (MN

ED 260 323 CG 018 416

Ballou, Roger A.
An Analysis of Freshman Students' Perceptions of the Living
Environment, Behavior, and Academic Achievement in the Residence
Hall Systems of Twelve Colleges and Universities.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Conference of the Nationa
Association of Student Personnel Administrators (Portland, OR,
March 31-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Behavior Patterns; *College
Environment; *College Freshmen; *Dormitories; Group Experience;
Higher Education; *Student Attitudes; Student Behavior

At most institutions, freshmen are assigned to one of six residen hall types: freshmen-men; freshmen-women; freshmen-coed; freshmen-upperclass-men; freshmen-upperclass-women; and freshmen-upperclass-coed. In an attempt to clarify which of these residence hall arrangements most benefits freshmen, 2,200 freshmen (40 percent) attending 12 colleges and universities from the Midwest and Mid-Atlantic states completed two questionnaires. The first assessed residence hall environmental climates and the secon questioned the subjects' behaviors since arriving on campus. At the conclusion of the term, institutions forwarded grade point averages for selected groups of freshmen. Results showed that freshmen did perceive significant differences between the environments of the six residence hall types. No significant differences were found between residence hall types and freshmen students' behavior patterns or academic performance. (Summaries of the students' perceptions of each of the six residential environments are included.) (KGB)

ED 260 383 CS 008 12

Hunsberger, Margaret
Teaching Reading Methods: How Do Pre-Service Teachers Understand
Experience of Learning to Read?
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the America
Educational Research Association (69th, Chicago, IL, March 31-
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Higher Education; Literature
Appreciation; *Methods Courses; *Preservice Teacher Education;
*Reading Instruction; Reading Teachers; Story Reading; *Teache
Education Curriculum; Teacher Education Programs; *Teaching Me

It is common in teacher education programs to require a course reading or language arts methods, at least for students preparin to be elementary teachers. The question for teachers of methods courses is how they can best prepare students to be teachers of reading. A common approach to teaching a reading methods class i to provide information, such as what a basal reading series is a how many ways there are to decode words. Students are typically concerned about learning pragmatic teaching ideas. However, in a more phenomenological view of reading, the concern is to underst what reading is, what it is that people do when they read, what experience of reading is, and what difference reading makes in people's lives. Suggestions for fostering this point of view include providing questions for reflection and assigning differe types of texts. Phenomenology has also emphasized the importance stories, and a recognition of their significance can affect not only a reading program but also the way education students plan their programs. Given an understanding about and the beginnings reflection upon the experience of reading, perhaps preservice teachers will be able to continue observing learning, and reflecting in such a way as to be able to act with insightful wisdom and understanding of their students' experience. (DF)

ED 260 414 CS 209 18

Tuttle, Richard B., Ed.
Modern Living. The 1983 Final Report of the Modern Living Committ
Associated Press Managing Editors.
PUB DATE- Nov 83
NOTE- 22p.; Report issued at the Annual Convention of the Associa
Press Managing Editors (Louisville, KY, November 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiences; *Journalism; News Media; *Newspapers; Ne
Reporting; *News Writing; Publications
IDENTIFIERS- Editorial Policy; Editors

Intended for newspaper managing editors, this collection of articles includes the following topics and authors: religion coverage, by Robert Bentley; arts and entertainment reviews, by Larry Fuller; restaurant reviews, by Mary Ann Thompson; getting kids to read newspapers, by Anita Sama; reaching teen readers, b Jane Bennett; and lifestyle sections, by Mike Finney. (EL)

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ED 260 447 CS 209 2

Rorschach, Elizabeth G.
The Effects of Reader Awareness on ESL Writers.
PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Confer
on College Composition and Communication (36th, Minneapolis,
March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Case Studies; Cultural Influences;
*English (Second Language); *Essays; Protocol Analysis; *Read
Response; Second Language Learning; Teaching Methods; Two Yea
Colleges; Writing Instruction; *Writing Processes; *Writing
Research
IDENTIFIERS- *Audience Awareness

On the basis that English as a Second Language (ESL) writers
encounter cross-cultural interference when dealing with the
five-paragraph essay, a study was conducted to examine the writ
of three ESL writers in a basic writing class. The case study o
one of the subjects, a woman from Hong Kong, focused on her
comments relating to the structure of one of her essays, as wel
her readers' responses to that essay. The writer's responses
indicated that she had a clear idea of the five-paragraph essay
and that knowledge influenced her decisions as she wrote. The
readers comments, however, indicated that while the student's e
satisfied the criteria for the five-paragraph essay, it did not
meet the readers' needs in terms of discussing ideas in depth.

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ED 260 479 CS 505 0

DeWine, Sue; Pearson, Judy C.
The Most Frequently Used Self-Report Instruments in Communicati
PUB DATE- May 85
NOTE- 23p.; Paper presented at the Annual Meeting of the
International Communication Association (35th, Honolulu, HI,
23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Content Analysis; *Measur
Techniques; *Measures (Individuals); *Research Methodology; *
Communication; Test Reliability; Test Validity; Use Studies
IDENTIFIERS- *Self Report Measures

To provide an assessment of current instruments being used by
communication scholars, investigators examined and identified t
most frequently used instruments that had been published in the
past five years in the nine major speech communication journals
Each article was examined for the identification of the instrum
used, constructs measured, reliability and validity tests compl
on the instruments, and the type of subjects incorporated to te
the instrument. Correlation with other instruments, use as an
independent or dependent variable, and the original citation fo
the report of the development of the instrument were noted. The
data were sorted by the name of the instrument used, the constr
studied, publication location of the article, and the publicati
location of the original instrument. The analysis revealed that
among the most popular instruments were (1) the Personal Report
Communication Apprehension (PRCA)-College; (2) PRCA-25; (3)
Communicator Style; (4) Interpersonal Attraction Style; (5) Bem
Sex Role Inventory; (6) International Communication Associatior
Audit Survey; (7) State-Trait Anxiety Inventory; and (8) Job
Description Index. Six pages of references are appended. (HOD)

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ED 260 523 EC 180

Froschl, Merle; And Others
Including All of Us: An Early Childhood Curriculum about Dis
Educational Equity Concepts, Inc., New York, NY.
SPONS. AGENCY- Women's Educational Equity Act Program (ED),
Washington, DC.
REPORT NO.- ISBN-0-931629-00-4
PUB DATE- 84
NOTE- 143p.
AVAILABLE FROM- Educational Equity Concepts, 440 Park Ave. S
York, NY 10016 ($10.95; 20% discount for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Attitude Change; *Curriculum Development; Curr
Guides; *Disabilities; *Early Childhood Education; Hearing
Impairments; Multicultural Education; Physical Disabilitie
Models; Stereotypes; Student Attitudes; Transportation; Vi
Impairments

The book is intended as a guide for creating an early chil
curriculum that is inclusive, nonsexist, multicultural and i
images and role models of children and adults with disabilit
brief history of Project Inclusive is followed by an introdu
tracing the project's assumptions regarding role models,
stereotypes based on disabilities, language bias, and ways t
incorporate disability awareness into the curriculum. Sugges
for introducing an inclusive curriculum into the standard ea
childhood curriculum are offered, followed by a description
activities in three traditional preschool units: same/differ
body parts, and transportation. Each unit incorporates one
disability (hearing impairments, visual impairment, and mobi
impairment, in that order). Each unit contains an overview,
preliminary activity, and six sequential activities. The ove
examine ways in which learning about disabilities extends go
early childhood practices. A resource list includes an annot
bibliography of curriculum materials, children's books, and
background reading for teachers and parents. (CL)

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ED 260 555 EC 18

Vacc, Nancy N.

Microcomputer Word Processor Versus Handwriting: A Comparati
of Writing Samples Produced by Mildly Mentally Handicappe
Students.

PUB DATE- 85

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/
Undetermined (040)

DESCRIPTORS- Adolescents; Comparative Analysis; Handwriting;
(Correspondence); Microcomputers; *Mild Mental Retardatio
Processing; *Writing (Composition); Writing Instruction

Differences between letters of four adolescent mildly men
handicapped (MMH) students written by hand and those compos
microcomputer using a word processor were examined in terms
amount of time a subject spent completing a letter, the len
completed letter, the number of words written per unit of t
needed to complete a letter, the number of revisions made w
composng a letter, and the judged quality of a completed le
who had completed a typing course and had at least 1 year o
experience using a microcomputer, were studied individually
single-subject, repeated-measures, counter-balanced (i.e.,
crossover) design. Each S completed a total of 24 letters;
handwritten and 12 composed using a microcomputer. From the
analyses, it was concluded that the Ss spent significantly
time, produced noticeably longer letters, and made substant
more revisions when writing letters on a microcomputer than
completing handwritten letters. The mean number of words wr
per unit of time on task was substantially higher for subje
handwritten letters than for their microcomputer-generated
which was attributed to the greater number of revisions mad
completing letters on the microcomputer. Rater's evaluation
quality of each letter, using holistic scoring criteria, re
no difference between letters written on the microcomputer
handwritten letters. When selecting the five best letters w
by each subject, however, the raters chose letters written
microcomputer significantly more often than they selected
handwritten letters. Charts and graphs are included. (Autho

ED 260 228 CE 042 079

Worthington, Robert M.
Bringing National Issues into Focus for Special Populations: The Assistant Secretary's Perspective.
PUB DATE- 21 Aug 85
NOTE- 8p.; Paper presented at the National Conference of State Vocational Education Special Needs Personnel (Alexandria, VA, August 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Compliance (Legal); *Disabilities; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; *Exceptional Persons; *Federal Legislation; *Limite English Speaking; Mainstreaming; Secondary Education; Special Education; State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

Vocational education has been greatly increasing its services to special needs populations. For example, the enrollments reported by the states for school year 1982-83 indicate a 38 percent increase in the number of handicapped persons served in vocational education, a 65 percent increase in the number of disadvantaged served, and a 163 percent increase in the number of limited English speaking (LEP) students served in vocational education since 1980-81. The Carl D. Perkins Vocational Education Act sets forth the following new emphases: (1) the provision of information to handicapped, disadvantaged, and LEP students regarding the opportunities available in vocational education; (2) the requirement that each handicapped, disadvantaged, or LEP student enrolling in vocational education receive an assessment of his or her interests, abilities, and special needs with respect to completing a vocational education program successfully; and (3) the mandate of counseling services to facilitate the transition of handicapped and disadvantaged students from school to employment. The Vocational Education Act also contains, for the first time, equal access language as it pertains to these populations. Special needs vocational educators have a tremendous responsibility in ensuring that these laws are followed and that vocational education is responsive to the special needs of handicapped, disadvantaged, and limited English proficiency students. (KC)

ED 260 255 CE 042 251

Doty, Charles R.; Stanley, Veronica E.
Review and Synthesis of Research and Development on Career Education
Infusion in the Secondary Classroom 1976-1981.
PUB DATE- 15 Sep 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Accountability; *Career Education
Demonstration Programs; Education Work Relationship; *Fused
Curriculum; *Interdisciplinary Approach; Models; *Program
Effectiveness; Program Evaluation; Program Implementation;
Relevance (Education); Research Methodology; Research Problems;
Secondary Education; Student Motivation; *Teacher Role

Curriculum planners and career educators are advised to review the literature on infusion with this question in mind: "Does the integration of career education into the regular secondary classroom make a difference in student learning of subject matter and career information?" The philosophy and objectives of career education infusion were described in four monographs. Hoyt (1976), Preli (1978), and Ristau (1976) stressed the importance of using career education in the classroom to improve students' achievement and motivation. They also found that inservice is necessary to help teachers integrate career education into regular classroom instruction. Suhor (1979) theorized that methods of instruction depend on the district's approach; a district-wide program was instrumental to successful programs. Recent legislation has provided financial support to local school districts for developing career education programs. Congressional hearings supporting the Elementary and Secondary Education Act of 1977 indicated that infusion of career education into the regular classroom resulted in growth in decision-making skills and school-work relationships. Research reports consisted of a variety of methods including surveys, pre- and post-tests, and comparative studies between experimental and control groups using psychometric measures. Three researchers (Bhaerman 1979; Herr 1977; and Wilson 1977) concluded that students exposed to career education infusion had better achievement records than students with no infusion programs. Others, however, noted problems. The following areas need further research: program evaluation, teacher training, and instruction. (KC

ED 260 256 CE 042 252

ED 260 310 CG 018 403

Madden, Margaret E.; And Others
Influence Strategies in Same-Sex and Opposite-Sex Friendships.
PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Friendship; Higher Education; *Individual Power; Influences; *Sex Differences; Undergraduate Students
IDENTIFIERS- *Intimacy

Some writers have suggested that males and females differ not onl in influencibility, but also in the strategies which they use to influence others. Although general sex differences in friendships may affect influence strategies, there is little research comparin males' and females' friendships. To explore differences between same- and opposite-sex friendships, 60 male and 60 female undergraduates were asked to think of a close friend of either the same or the opposite sex, and then complete a questionnaire regarding this friendship. The questionnaire consisted of background questions, a rank-ordering of activities they did with their friend, a version of Rubin's Liking and Loving Scale, and questions about the intimacy of the friendship. Subjects also responded to questions concerning strategies they use to influence their friend. The results indicated that males and females perceived friendship differently. Women reported feeling more intimate with female friends than men reported feeling with male friends. Women viewed same-sex friendships as closer than opposite-sex friendships, but men did not. The influence strategies and power bases reported in these friendships differed from those found in research on marriage and dating in that sex stereotypic patterns of influence were not evident. All of the commonly reported influence strategies were direct rather than indirect. (NR

ED 260 338 CG 018 431

Dauer, Steven J.
Developmental Stages in Learning Psychotherapy.
PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Training; *Developmental Stages; *Psychotherapy; *Student Characteristics; *Therapists
IDENTIFIERS- Supervisor Supervisee Relationship

Although supervisors report important commonalities among beginni and more advanced psychotherapy trainees, individual differences in supervisees' background, personality, and ability are influential factors affecting the nature of the supervision process. For students who are just beginning to do psychotherapy, the overridin task is to manage their anxiety in the room. Beginners may be so anxious about what to say or do they fail to listen to the client. Beginners' work tends to entail more cognitive processes and less exploration of their own feelings and reactions to the client. Other characteristics of beginning therapists include reliance on process notes, dependency on the supervisor to do thinking and decision making, and dealing with anxiety by being passive or overly active toward the client. Much of the reward for beginning therapists derives from initial experiences. Vulnerability to evaluations and doubts about competence are major problems for beginners. When sessions do not go well or when therapies are unsuccessful, it may be devastating to beginners' general self-esteem. Advanced psychotherapy trainees are able to apply more sophisticated techniques in therapy. Advanced students are capable of coherently summarizing and condensing a session and are better prepared to deal with their own feelings and fantasies about the client. They can settle into the therapist's role and start to draw upon their own personal strengths. They also may be more set in their ways and demand more respect than beginners. (KGB)

ED 260 352   CG 018 445

Lammon, Katherine R.
Job Search Techniques for Fine Artists: An Advisor's Handbook.
PUB DATE- Apr 85
NOTE- 47p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985). Original study and a student's version of the handbook was funde by Ohio University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrators; *Artists; College Faculty; Employmen Interviews; *Fine Arts; Higher Education; *Job Search Methods; *Portfolios (Background Materials); Resumes (Personal); Student Personnel Workers; *Theater Arts; *Visual Arts
IDENTIFIERS- Audition (Theatrical)

This guide is intended for use by college faculty, career and placement counselors, and other student affairs personnel charged with offering career assistance to college-level fine arts students. Specific advice is offered on how to assist fine artists with the organization of their job search efforts. The information in this guide was obtained from interviews with 14 employers from arts organizations about job hunting advice they would give to new artists. Chapter 1 focuses on resume writing and includes a brief review of basic guidelines and specific suggestions for three artist populations (visual artists, performers, and arts administrators). Portfolio production and presentation is discusse in chapter 2 and, because visual artists depend heavily on portfolios, their needs are addressed at length. Auditioning techniques for performers are considered in chapter 3 and specific suggestions are given for actors, dancers, musicians, and vocalists. Basic interviewing strategies are presented in chapter and refinements on interviewing techniques are outlined for visual artists, performers, and arts administrators. General advice on ho to approach and control an employment search are offered in chapte 5. Names of associations and publications appropriate for each typ of artist are provided. An alphabetical list of addresses and telephone numbers for these organizations is given in the appendices. The appendices also contain sample resume outlines for visual artists, performers, and arts administrators, and a listing of relevant career library materials. (NRB)

ED 260 432 CS 209 2

Herlong, Ann
Journalism Ethics in Secondary Education: Principles and Guidel
for Decision Making within a Systematic Framework of Moral
Alternatives.
PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Associ
for Education in Journalism and Mass Communication (68th, Mem
TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Decision Making Skills; *Ethical
Instruction; *Ethics; High Schools; Journalism; *Journalism
Education; *Moral Values; Teaching Methods

In response to rising public criticism of the media and deman accountability, leaders among professional journalists are call for a renewed emphasis on codes of ethics and deliberate attent to moral action. In examining the importance and relevance of ethics to high school journalism, three principles for the teac of ethics emerge: (1) a philosophical distinction between the l rights and moral implications is essential; (2) case studies an concrete examples need to be used as tools for classroom discussion; and (3) the process of decision making and analytic thinking should be the central focus of the unit. Three example ideal teaching units are a unit prepared by Dennis Cripe that emphasizes ethical concepts separate from legal rights, a unit moral decision making, and a unit used at a high school summer journalism institute at the University of South Carolina Colleg Journalism, in which case studies are presented and students ar forced to consider the moral implications apart from the legal considerations. (A model for ethical decision making is include (DF)

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ED 260 494 EA 017

Hansen, Kenneth H.
Statewide Assessment: Convergent Principles, Divergent Polici
Discussion Draft.
Northwest Regional Educational Lab., Portland, OR. Northwest
for State Educational Policy Studies.
SPONS. AGENCY- Chief State School Officers of the Northwest ar
Pacific.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 15p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agency Cooperation; *Educational Assessment; Edu
Philosophy; Educational Policy; Measurement Objectives; Pol
Formation; Program Costs; *Program Development; State Depar
of Education; *State Programs

State education agencies are in increasing agreement regard
basic principles that should underlie state educational asses
programs, though some areas of divergent opinion remain. The
agencies generally accept the ideas that comparisons between
will be made, that assessment programs should serve multiple
purposes, that meaningful comparisons cannot be made without
knowledge of the contextual factors affecting the provision o
education, that a large number of indicators must be employed
fully display an educational system's status, and that assessm
programs are bound to be costly. The agencies disagree over th
uses to which assessments should be put, the educational outc
that should be measured, the extent to which various contextu
factors affect education, the specific indicators that should
used, and how the costs of assessment are to be controlled an
allocated. Agencies need to develop policies for assessment th
will resolve all of these questions in ways that are appropri
both to the individual characteristics of the state and to th
demand for data that will allow meaningful assessment and
comparison on a national level. (PGD)

ED 260 509 EA 017

Epley, B. Glen
Recent Litigation Concerning Separation of Church and State.
PUB DATE- 7 Dec 84
NOTE- 33p.; Paper presented at the Annual Meeting of the Natio
Organization on Legal Problems of Education (30th, Williamsb
VA, December 6-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Legal/Legislative/Regulatory Materials (090) Speeches, Conf
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); *Court Litigation; Elementar
Secondary Education; Legal Problems; Legal Responsibility;
*Parochial Schools; Private School Aid; *Religion; Religiou
Education; Religious Organizations; *School Law; *State Chu
Separation
IDENTIFIERS- *First Amendment; School Prayer

This paper reviews First Amendment federal court cases pert
to religion in schools, suggesting that the findings reveal a
judiciary uncertain of where to strike a balance between the
interests of the majority and the rights of the minority. The
area discussed is public aid to private schools. The cases co
in this discussion illustrate why courts have had difficulty
defining with precision the wall separating church from state
private school aid: children benefit from such aid, but so do
religious organizations. The next area covered is prayer and B
reading in public schools, an extraordinarily sensitive compon
of constitutional law on account of the religious diversity an
sense of duty to individual principle inherent in our populace
third area of litigation discussed is student religious meetin
public school facilities, because this issue is affected by th
Equal Access Act (1984). This is followed by a discussion of t
regulation of parochial schools, an area characterized by conf
between the compelling state interest in high-quality educatio
all children and the constitutional rights of those children w
attend parochial schools and their parents. The conclusion sug
that jurists are unlikely to develop unambiguous criteria for
delineating the proper distance between church and state. Note
included. (TE)

ED 260 200 CE 041 998

Thompson, Patricia J.

Emancipatory Education: Is Home Economics the Missing Link?

PUB DATE- Apr 85

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 30-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; *Educational Philosophy; Educational Research; Educational Trends; Females; Feminism; Futures (of Society); Higher Education; *Home Economics; *Liberal Arts; Models; Role of Education; Sex Discrimination; Sex Fairness; Sex Role; United States History; *Womens Education; *Womens Studies

Proponents of and adherents to the home economics ideology have had, and still have, a clear emancipatory aim in establishing and maintaining their field of study. Home economics, however, has not been fairly or impartially dealt with in the literature either of the male-defined liberal arts or the emerging fields collectively labeled "women's studies." The place of women in the curriculum has been emerging for the past 20 years, according to a five-stage model postulated by Schuster and Van Dyne. In that model, the place of women evolves from the first stage, characterized by an absence of women that is not even noted, to the fifth stage, in which women's experiences and Sex Role; an ideal sixth stage, women's and men's experiences are understood together and are characterized by a transformed, gender-balanced curriculum. Home economics has a unique relationship to each of these categories. Each of the stages lends itself to the unique perspective and explanatory model provided by home economics as a "women's discipline"--a discipline, however, that is as generalizable to males as male-defined disciplines are to women. Home economics is a part of the social reality of women's education, and cannot be ignored by women scholars without violating the premise that women's history must be fully rounded to have validity. The new scholarship on women enters the curriculum not only through women's studies courses but also through home economics courses and curricula. (KC)

ED 260 299 CE 042 334

Teaching Basic Skills in Business Education.
California State Dept. of Education, Sacramento.
PUB DATE- 84
NOTE- 105p.; Developed by the Statewide Basic Skills in Business Education Task Force.
AVAILABLE FROM- Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; *Business Education; *Daily Living Skills; Diagnostic Teaching; *Disadvantaged; High Schools; *Integrated Curriculum; Public Relations; Teaching Methods

This document provides a business education model or set of criteria against which instructional practices in basic and survival skills may be compared. These criteria are valid for business instruction at the 9th- through 12th-grade levels. Section 1 contains the Business Education Survival Skills Matrix. An "x" indicates that 50 percent or more of respondents agreed that the survival skill is taught/retaught in the business education course/program area named. Section 2 contains the Business Education Basic Skills Matrix. An "x" indicates that 50 percent or more of respondents agreed that the basic skill is taught/retaught when applied to survival skills taught/retaught in business education. Section 3 is an outline containing a few ideas and resources for promoting business education as a necessity for teaching survival and basic skills. The storyboard in section 4 provides a script or script guidelines and suggested pictures that any business educator could use to develop a promotional support package. Section 5 is a listing of classroom resources for incorporating basic skills into business education. Section 6 provides diagnostic and prescriptive techniques for teaching disadvantaged students. These resources are included: student assessment checklist, textbook quiz, learning modality test, material suitability survey, sample instructional materials, and selected resources. (YLB)

ED 260 368 CG 018 47

Frenza, Mary
Selected Issues in Elementary Guidance. Highlights: An ERIC/CAPS Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arb Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The Univers of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselor Role; Elementary Education; Elementary S Students; Intervention; *One Parent Family; School Counselors; *School Guidance; *School Phobia; *Transient Children
IDENTIFIERS- ERIC Digests; *Latchkey Children

This fact sheet discusses the role of the school counselor in interventions for school phobia, transient and latchkey children and children from single parent families. (MCF)

ED 260 399 CS 209 10

Ebrecht, Ann
An Orientation Program for M.B.A. Foreign Students: Directions a
Questions.
PUB DATE- Apr 84
NOTE- 9p.; In: Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; *Course Content; English (Second Language); *Foreign Students; Graduate Students; *Gramm Higher Education; *Limited English Speaking; Masters Programs; Second Language Learning; Teaching Methods; Writing Improvemen *Writing Instruction

Arguing that eliminating formal grammar instruction and concentrating instead on instruction in style and organization w improve the program, this paper describes Tulane University's language orientation program for foreign students in the M.B.A. program. Following an introduction, the paper describes the students in the class and the nature of the writing section of t course, and then analyzes the techniques used in teaching writin This section includes writing samples that characterize the culture-based writing problems of the Latin and Oriental student in the course, and discusses test scores indicating that the students' writing improved during the five-week course but that their knowledge of grammar did not. The paper concludes that instructors should treat grammar problems as they arise within t framework of the group discussions, and that they should emphasi exercises which develop the students' organizational abilities a well as style. (HTH)

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ED 260 540 EC 180

Gardner, Eileen M.
The Education Crisis: Washington Shares the Blame. Heritage
Foundation Backgrounder. No. 351.
Heritage Foundation, Washington, D.C.
PUB DATE- 11 May 84
NOTE- 16p.
AVAILABLE FROM- The Heritage Foundation, 214 Massachusetts
N.E., Washington, DC 20002 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essa
DESCRIPTORS- Centralization; *Disabilities; *Disadvantaged
Educational Trends; Elementary Secondary Education; *Fede
Federal Legislation; *Government Role; Program Effectiven
Analysis
IDENTIFIERS- *Education for All Handicapped Children Act; *
Secondary Education Act Title I

This paper criticizes federal involvement in education in
decades and asserts that control of education must be retur
the localities and parents. The document cites damaging eff
centralized education policy in Washington, D.C., noting a
in academic standards and federal regulations that are ill-
to local educational needs. False assumptions underlying ad
of centralized education policies are reviewed, including t
concept that the primary responsibility for dealing with an
individual's disability lies with the larger political unit
than with the family and immediate community. The paper poi
the examples of Title I/Chapter 1 of the 1965 Elementary an
Secondary Education Act and disability legislation, includi
94-142, the Education For All Handicapped Children Act, as
of expensive and ineffective federal initiatives. Recommend
include consideration of vouchers and tuition tax credits,
of Chapter 1, abolition of the Department of Education, and
federal funds as the assistance of last resort rather than
right. (CL)

ED 260 186 CE 04[illegible]65

Grimes, [illegible] W., Jr.
Millwright. Student's Manual and Instructor's Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 199p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. [illegible]).
LANGUAGE- English
EDRS PRICE- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -- Classroom Use - Instructional Materials (For Learners) -- Guides/Methods/Techniques (For Practitioners) -- Classroom Use - Teaching Guides (For Teacher)
DESCRIPTORS- Behavioral Objectives; Blueprints; *Competency Based Education; Entrepreneurship; Equipment Maintenance; Equipment Utilization; Extension Education; Fractions; Hand Tools; Human Relations; Hydraulics; Individualized Instruction; *Machine Tool Operators; *Machine Tools; Mathematics; Measurement Equipment; *Mechanics (Process); Metric System; Postsecondary Education; Safety; Secondary Education; Small Businesses; Tool and Die Makers; *Trade and Industrial Education; Welding
IDENTIFIERS- *Millwrights

The student's manual of this set consists of materials for use by individuals enrolled in an extension course to train individuals for employment as millwrights. Addressed in the individual units of the course are the following topics: millwright careers; personal safety; equipment safety; addition and subtraction of common fractions; multiplication and division of common fractions; decimal fractions and conversion; percentage, ratio, and proportion; the metric system; blueprints; layout and measuring tools; use of various hand and power tools; gear systems; belts and pulleys; hydraulics; foundations and platforms; blocks and tackles; welding; assembly, disassembly, and maintenance of equipment; establishment of a millwright business; and human relations in business. Each unit contains objectives, instructional text, and exercises. The instructor's guide contains suggestions on how students should use the manual, and how the instructor can coordinate work experience and learning at the school. The guide also contains answers to both exercise questions and assignment test questions, one set of assignment tests, and a work sheet that can be used to match related instruction to job experience for the student. (MN)

ED 260 214 CE 042 049

Marsick, Victoria J.; And Others

Adult Learning in the Workplace. A Report of a Resource Group Meeting Held at Teachers College, Columbia University (New York, New York, June 7, 1985).

Academy for Educational Development, Inc., New York, N.Y.; Columbia Univ., New York, N.Y. Teachers College.

PUB DATE- 7 Jun 85

NOTE- 42p.; Organized by the Center for Adult Education.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adult Learning; Educational Attitudes; Educational Needs; *Educational Opportunities; Educational Trends; *Industrial Training; *Job Training; Postsecondary Education; Role of Education; *School Business Relationship; *Work Environment

This document reports the proceedings of a 50-person resource group meeting that included leaders from business and industry, government, unions, universities, the media, foundations, and schools. The group explored the implications of a Carnegie Foundation-sponsored study reported in "Corporate Classrooms: The Learning Business," prepared by Dr. Nell Eurich of the Academy for Educational Development. The report is organized in five parts. Part I summarizes the proceedings, while a summary of highlights and implications from the report and reactions to it are presented in Part II. Part III is a summary of the discussion of three groups that probed issues in the following areas: human capital development in the post-industrial era, linkages between corporations and universities, and new approaches to education in the workplace. Part IV is an interpretive summary of six key themes raised throughout the day: (1) the rapidly growing phenomenon of adult learning in the workplace; (2) the way in which this growth has been driven by change, a need for adaptability and flexibility, and a concern for human capital development; (3) the lead taken by corporations in innovative approaches to education; (4) the keen interest of corporations in the best way to facilitate adult learning; (5) a need for functional linkages between corporations and universities; and (6) policy issues regarding the rationalization of linkages, use of public funds, and a proposal for a Strategic Council. The final part of the document summarizes suggestions made during the conference of ways in which Teachers College could respond to some of the needs that were identified. (KC)

ED 260 271 CE 042 280

Conduct an Occupational Analysis. Second Edition. Module A-7 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-185-X
PUB DATE- 85
NOTE- 77p.; For related documents, see ED 255 669 and ED 259 134.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgi
Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competence; *Competency Based Teacher Education; Highe
Education; Inservice Teacher Education; *Job Analysis; *Learning Activities; Learning Modules; Preservice Teacher Education; Stude
Evaluation; *Task Analysis

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. This module provides five learning experiences that integrate theory and application on the subject of conducting an occupational analysis. Each learning experience consists of an overview, an enabling objective, required and optional activities, and a self-check. A criterion-referenced assessment of the teacher's performance of the specified competency completes the module. The module covers the following topics: defining the scope of an occupational analysis; preparing an initial listing of duty and task statements by partially analyzing a selected occupation; verifying an initial listing of task and duty statements; and analyzing and reporting task inventory data. (KC)

ED 260 324 CG 018 417

Malouff, John M.; Schutte Nicola S.
A Review of Validation Research on Psychological Variables Used in
Hiring Police Officers.
PUB DATE- Apr 85
NOTE- 73p.; Paper presented at the Annual Convention of the Rocky
Mountain Psychological Association (Tucson, AZ, April 24-27, 198
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Intelligence Tests; Interest Inventories; Interviews;
Literature Reviews; Personality Measures; Personnel Data; Personn
Evaluation; *Personnel Selection; *Police; *Psychological
Characteristics; *Research Methodology; *Research Problems;
*Validity
IDENTIFIERS- Minnesota Multiphasic Personality Inventory

This paper reviews the methods and findings of published researc on the validity of police selection procedures. As a preface to th review, the typical police officer selection process is briefly described. Several common methodological deficiencies of the validation research are identified and discussed in detail: (1) us of past-selection research designs; (2) inappropriate comparison groups; (3) non-meaningful outcome variables; (4) alpha-inflated analysis; (5) over-emphasis of beta weights; and (6) the search fo moderator variables. Validity evidence for several types of selection variables is discussed including biodata, measures of intellect, personality measures, interviews, interest inventories, and subjective background ratings. Of the 14 biodata categories researched only 5 were validated as predictors of poor police performance (prior involuntary termination, criminal and vehicle code convictions, having been married more than once, and short duration of prior jobs). Measures of intellect, subjective background ratings, and personality measures provided mixed evidence of validity. Some scales of the Minnesota Multiphasic Personality Inventory were found to have post-selection validity i more than one study. There was no meaningful evidence of validity for interest inventories or interviews as police selection procedures. (MCF)

ED 260 384 CS 008 129

Bhola, H. S.
Literacy: Destiny of the Human Species.
PUB DATE- 7 Jul 85
NOTE- 16p.; Paper presented at the Annual Conference of the Ameri
Library Association (Chicago, IL, July 6-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; Cultural Context; *Daily Living Ski
Developed Nations; Global Approach; *Illiteracy; Individual Nee
*Literacy; *Literacy Education; National Programs; Political
Influences; Social Problems
IDENTIFIERS- *Literacy Campaigns

The biological need to speak a language is joined today with th
social necessity to read and write. Literacy may not be in the genes, but it has come to be central to the processes of cultural transformation in all societies--developed or developing. When viewed collectively within an evolutionary perspective, those who are literate are better fit for survival than the illiterate. Literacy is a matter of life and death. Without literacy--the portal to all education--worker-citizens are confined to the lowe
rungs of the economy and are consigned to the underclass, doomed
go through life mystified by the structures that oppress them. In the United States alone, there are some 25 million people who cannot read the labels on the things they buy. To combat illiteracy, the governing classes must understand that the allocation of resources to literacy promotion will bring high economic, social and political returns. On the other hand, illiterates must do something for themselves. They need to dream, to commit, to sacrifice, to practice immediate self-denial for later collective good, and to be self-reliant and inventive. (HOD

ED 260 415 CS 209 19

Media Competition.
Associated Press Managing Editors.
PUB DATE- Nov 83
NOTE- 18p.; Report issued at the Annual Convention of the Associa
Press Managing Editors (Louisville, KY, November 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cable Television; *Competition; *Futures (of Societ
Journalism; Mass Media; *News Media; *Newspapers; Technological
Advancement
IDENTIFIERS- *Editorial Policy; *Editors

Intended for newspaper managing editors, this collection of articles includes the following topics and authors: (1) the futur of newspapers, by Deborah Howell; (2) newspapers' involvement in cable television endeavors, and (3) a newspaper's experirent in cable television, both by Ward Threatt; and (4) speciality magazines, by Susan Miller. Also included is a list of newspapers involved with character-generated text or video services,. (EL)

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ED 260 448 CS 209 2

Madden, Thomas R.
Finding the Beef: A Journalistic Summary Method for the Basic W
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Northw
Regional Conference of the National Council of Teachers of En
(Seattle, WA, April 25-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Teaching Guides (For Teacher) (052) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; English Instruction; Higher Educatio
Journalism; News Reporting; Secondary Education; *Skill
Development; *Teaching Methods; Writing Exercises; Writing
Improvement; *Writing Instruction; Writing Processes; *Writin
Skills
IDENTIFIERS- *Basic Writing

Intended to give basic students simultaneous practice in read
and writing with an emphasis on accuracy, conciseness, and
precision, the "finding the beef" method centers itself on
summaries of news events. The first step of the method is to su
students with the appropriate data blocks based on news events,
preferably those relating to public meetings and reports of pub
bodies, and those relating to one-time occurrences, such as
accidents or fires. Students assume the role of reporters and
attempt to write a summary of the information presented. They
determine the most important information, then express their
judgments about key information in the form of brief or telegra
sentences. One of these kernel sentences becomes the capstone o
subsequent 30-word summary paragraph. If time permits, data blo
may be used to generate two- and three-paragraph summaries. Whe
students are ready to move on to more inferential reading and
writing, they can read and summarize newspaper editorials. Fina
students can generate their own data blocks from personal
experiences, and use the "find the beef" method to write
descriptive essays. (Sample data blocks, kernel sentences, and
summaries are included.) (HTH)

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ED 260 463 CS 504 9

Parcells, Frank E., Ed.; Holdridge, Wm. E., Ed.
Journal of the Illinois Speech & Theatre Association, Volume 36
Number 3, 1984.
Illinois Speech and Theatre Association.
PUB DATE- 84
NOTE- 67p.; Published once a year.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works -
Serials (022)
DESCRIPTORS- *Communication Skills; Interpersonal Communication
Public Relations; *Speech Communication; *Speech Curriculum;
Teaching Methods; Television; Theater Arts
IDENTIFIERS- Illinois; Small Group Communication

Intended for teachers of speech and theater, the material in annual journal is divided into three parts: original research, instructional practices and materials, and Illinois issues. Tit and authors are as follows: (1) "A Study of the Predictive Vali of the Relational Control Paradigm" by Emil Bohn and Douglas G. Bock, (2) "Who Should Administer the Public Relations Program?" Terry M. Perkins, (3) "Integrating Oral Communication Skills Ac the Curriculum, K-6" by Pamela J. Cooper and Philip A. Gray, (4 "Theatre in the Television Production Course" by Glenn D. Novak (5) "The Projected Outline: A Means to Extemporaneous Delivery" Robert R. Quick, (6) "Interpersonal Communication in the Broadc Curriculum: A Missing Link?" by Frank E. Parcells, (7) "Theory Follows Practice: A Reversal of the Norm in Teaching Small Grou Communication" by Robert Gorg, and (8) "The Quality of Educatio Illinois Elementary and Secondary Schools" by Phillip A. Gray.

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ED 260 585 FL 01

English Teaching Profile: New Zealand.
British Council, London (England). English Language and Lit
Div.
PUB DATE- Mar 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description
Guides/Methods/Techniques (For Practitioners) - Non-Classr
(055)
DESCRIPTORS- Adult Education; Creative Writing; Educational
Elementary Secondary Education; *English (Second Language
*English Curriculum; Foreign Countries; Higher Education;
Instructional Materials; *Language of Instruction; Languag
Research; *Language Role; Publishing Industry; Teacher Edu
Technical Assistance
IDENTIFIERS- *New Zealand

A profile of the state of English and English instruction
Zealand covers the following topics: a description of the ro
status of English language use in industry and commerce,
government, and education; the role of English at all levels
educational system; the availability and training of teacher
English, the type of materials support available for instruc
educational administration in relation to English instructio
development and planning for the teaching of English; the ty
and demand for English instruction outside the educational
the level of British, American, and other agency support for
English instruction; commercial opportunities and creative w
and current research on English language and literature. It
concluded that with regard to the teaching of English, there
tension between the search for a national identity and the
attraction in the universities for traditional English studi
search is under way for teaching and assessment techniques
encourage continued mastery of English as the main internati
language while making possible recognition of distinctive fo
New Zealand native expression within it. A short bibliograph
also included. (MSE)

ED 260 242 CE 042 223

McKinney, Lorella A.; West, Catherine
Extending Horizons: School and Community Persons. Research and Development Series No. 257F.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 20p.; For related documents, see CE 042 217-222.
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, O 43210-1090 (RD257F--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; *Educatio Work Relationship; Individualized Instruction; *Job Placement; *Mainstreaming; Media Adaptation; Postsecondary Education; Resourc Staff; School Community Relationship; Secondary Education; Social Support Groups; Special Education; *Teaching Methods; Team Training; Vocational Education
IDENTIFIERS- Individualized Employment Programs; *Support Services

This companion document providing basic information for general educators and other community persons to increase their awareness and understanding of how to meet the needs of handicapped youth in the school-to-work transition, five other companion documents, and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. This document begins by discussing the handicapped student population, mainstreaming concerns, and legislative requirements and resources. General descriptions of capabilities and dysfunctions associated with selected handicapping conditions as well as descriptions of effective instructional strategies are provided for those working with handicapped persons. These handicapping conditions are included: deafness/hearing impairment, blindness/visual impairment, mental retardation, learning disabilities, orthopedic impairment, multiple sclerosis, and other health impairments. Materials adaptations as well as environmental modifications are also briefly described. A brief discussion on facilitating successful transition concludes the document. An appendix listing sources of curriculum materials and special aids is followed by a bibliography. (YLB)

ED 260 480 CS 505 0

Directory of Theatre Programs. Second Edition.
Association for Communication Administration, Annandale, VA.
PUB DATE- 85
NOTE- 98p.; For the first edition, see ED 233 418.
AVAILABLE FROM- Association for Communication Administration Na
Office, 5105 Backlick Rd., #E, Annandale, VA 22003 ($7.00 pre
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Advising; College Faculty; *College Progr
Directories; *Doctoral Programs; Higner Education; *Masters
Programs; Speech Curriculum; *Theater Arts

Intended to aid theatre administrators as they attempt to exh
information, high school and college faculty members as they ad
students on the availability of suitable programs, and students
theatre as they seek degree programs appropriate to their needs
this directory groups theatre programs by state and lists them
alphabetically. Each entry begins with the name of the institut
followed by the degrees offered, the number of full-time and
part-time faculty, areas of specialization at undergraduate anc
graduate levels, the name and title of the chief theatre
administrator, the complete mailing address, and the office
telephone number. For the convenience of advisors, programs
offering the MFA and PhD degrees are summarized again at the er
the directory. The questionnaire used to obtain the informatior
the directory is also included. (HTH)

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ED 260 524 EC 180

Barringer, M. D.; Kosal-Smither, C.
Really Together Now! A Resource and Activity Guide for the Developmentally Disabled. Molehills Out of Mountains.
Wayne County Intermediate School District, Detroit, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 94p.; Sequel to "All Together Now" (ED 246 601). Docum contains small print.
AVAILABLE FROM- You're Exceptional, 8313 Grayfield, Dearborn MI, 48127 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cl Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developmental Disabilities; *Large Group Instr Learning Activities; Lesson Plans; *Severe Disabilities; T Methods; Units of Study

The booklet describes approaches to teaching a large group severely developmentally disabled students. The book begins review of the circle time format intended to foster motivati through a sense of playfulness, novel items, and opportuniti student participation and response. A theme approach to plan advocated, and examples of some popular units using the cale are given along with corresponding activities (including cir and St. Patrick's Day). A multidisciplinary effort is featur the description of lesson plans on home living developed by speech/language pathologist and an occupational therapist. Additional lesson and theme plans are offered for music, cre movement, and cooking. (CL)

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ED 260 556 EC 180

The Periodical List: A Guide to Disability Related Journals
Newsletters.
Catholic Univ. of America, Washington, DC. D:ATA Inst.
PUB DATE- 85
NOTE- 169p.
AVAILABLE FROM- D:ATA Institute, The Catholic University of
4407 Eighth St., N.E., Washington, DC 20017 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Periodicals; Rehabilitation; Sp
Education

The document provides listings of 320 periodicals related
disability issues. Arranged alphabetically by title, citatio
include information for organization/publisher, address, oth
publications which index the listed publication, frequency,
holdings, general information (style or content overview),
broad subject areas addressed. A subject index arranges the
periodicals according to such topics as vocational rehabilit
sensory aids, research, occupational therapy, libraries,
legislation, health care, computers, and advocacy. A title I
a publisher index are also provided, as is a list of databas
printed indexes which regularly index some rehabilitation-re
periodicals. (CL)

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ED 260 570 EC 180

Freeland, Claire A. B.; Nair, Prasanna
The Role of Parent Knowledge and Support in the Development
Parent-Child Relationships within Very High Risk Families.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at Biennial Meeting of the Socie
Research in Child Development (Toronto, Canada, April 25-
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at.
Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *High Risk Persons; Infants;
Knowledge Level; *Low Income Groups; Mother Attitudes; *Pa
Child Relationship; Social Support Groups

The study explored competent parenting within a group ofte
to have difficulty in this regard (19 infants and their moth
the very high risk category) and attempted to identify poss
areas for intervention. Ss were urban, of low socioeconomic
and also had at least one additional factor (such as parent
extreme emotional/coping problems or parent whose infant ha
significant developmental disabilities) that placed their
development at high risk. Measures addressed social support
of emotional support, parent knowledge of child development
quality of the mothers' interactions with their babies, par
perceptions of their infant, and infant development. The ce
hypothesis, that mothers who have adequate social support a
knowledgeable about child development would demonstrate a b
relationship with their infants, was supported in part. Obs
quality of the parent-infant interaction was better in the
mothers who lived with a number of other adults and who wer
knowledgeable about child development. Women who reported s
of isolation and powerlessness tended to see their infants
and difficult. (CL)

t ED 260 285 CE 042 303

Staff Development (1984-1985). A Collection of Summarizations from Statewide Staff Development Workshops. A 310 Special Demonstratio
Project.
Rio Salado Community Coll., Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 85
NOTE- 50p.; Document contains colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Adult Literacy
Adult Students; *Classroom Techniques; Cultural Awareness; Demonstration Programs; Educational Strategies; *English (Second Language); High School Equivalency Programs; Learning Activities; Readability Formulas; *Reading Instruction; *Second Language Instruction; Student Evaluation
IDENTIFIERS- 310 Project

This collection consists of materials that were originally presented to adult basic education (ABE) teachers at staff development workshops in Arizona. Included in the first section, which was authored by Elizabeth Fisk Skinner, are various charts, information sheets, and handouts dealing with the following aspects of teaching reading to adults: needs of adult learners, definitions of literacy, strategies for teaching literacy, teaching aids, readability, and evaluation. The next section, which contains materials and strategies for teaching English as a second language (ESL), described by Tom Wallace, covers the following topics: using visual aids, presenting literature in an advanced ESL setting, using the International Phonetic Alphabet (IPA), using stick figure scenarios, and developing cultural awareness. The third and final section lists 10 handouts for use by ABE and high school equivalency program instructors and 12 handouts for use in ESL classrooms. (MN)

ED 260 311 CG 018 404

Patrick, Linda F.; Moore, Janet S.
Life Event Types and Attributional Styles as Predictors of Depressi
in the Elderly.
PUB DATE- 22 Mar 85
NOTE- 37p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Attribution Theory; *Depression (Psychology); *Females; *Helplessness; Individual Power; *Locus Control; *Older Adults; Predictor Variables; Stress Variables
IDENTIFIERS- *Life Events

The reformulated learned helplessness model for the prediction o depression has been investigated extensively in young adults. Results have linked attributions made to undesirable, controllable events to depression in this age group. This reformulated model wa investigated in 97 elderly women and was contrasted to the origina learned helplessness model which links late onset depression to th uncontrollable events experienced by older persons. Subjects completed the Zung Self-Rating Depression Scale, a scale constructed from the Geriatric Scale of Recent Life Events, and a self-rating of health. In addition, they ranked their attributions of the cause of each of their experienced life events on the dimensions of locus, globality, and stability. The results indicated that the total number of recently experienced life events was significantly related to depression while only one event type (negative, not responsible) was significantly related to depression. When the effects of overall number of life events were controlled, two event types were significantly related to depression: negative, not responsible events were directly related to depression while positive, responsible events were inversely related to depression. These results do not support the reformulated model of learned helplessness as a predictor of depression in the elderly. Support was found for the original model in that the negative events, over which there is little chance for personal control, were significantly related to depression. These findings suggest that the etiology of late onset depression may be different from the etiology of depression in young adults. (NRB)

ED 260 339 CG 018 432

Sexual Assault Prevention Handbook.
Missouri Governor's Commission on Crime, Jefferson.
PUB DATE- Oct 82
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Decision Making; *Laws; *Prevention; *Rape; *Sexual Abuse; *Victims of Crime
IDENTIFIERS- Missouri

This publication is designed to educate men and women about sexu assault. The goals are to encourage people to become involved in their own protection and to make them better informed and able to deal with sexual assaults when they do occur. Facts about sexual assault are presented, including descriptions of rapists, rape victims, and rape situations. The basic Missouri Criminal Code dealing with sexual assault are provided. Ways to reduce one's ris of an attack through outside, home, and vehicle security are described. Things to consider if attacked are presented, including submitting to the rapist, passive resistance, and active resistance. Things to do if one becomes a victim of sexual assault are considered. Law enforcement, medical procedures, and court procedures are discussed. Finally, the basic personal, legal, and medical rights of a victim are listed. (KGB)

ED 260 369 CG 018 47

Benjamin, Libby
Creativity and Counseling. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arb Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The Univers of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling; *Counseling Techniques; *Creativity; Creativity Research; *Psychological Characteristics; Research Needs; Research Problems
IDENTIFIERS- ERIC Digests

In this fact sheet creativity is defined and stages in the cre process and characteristics of creative persons are discussed. Research approaches to creativity and blocks to the creative process are described. Six creative approaches to integrating creativity into counseling are delineated. (MCF)

ED 260 416 CS 209 19

Afternoon Delight. A Report of the APME P.M. Newspaper Committee.
Associated Press Managing Editors.
PUB DATE- Nov 83
NOTE- 20p.; Compiled by the staff of the Reno Gazette-Journal an
issued at the Annual Convention of the Associated Press Managi
Editors (Louisville, KY, November 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Journalism; News Media; *Newspapers; Publications
IDENTIFIERS- *Afternoon Newspapers; *Editorial Policy; Editors

Intended for newspaper managing editors, this collection of art[illegible], discusses the following topics: (1) prescriptions to ke America's P.M. dailies healthy and thriving, (2) pagination, (3) cable operations and videotext, (4) basic ways to insure the fut of P.M. newspapers, (5) hawking newspapers, (6) staffing round-the-clock, (7) the growing numbers afternoon newspapers an how they do it, and (8) increased interest in reading pleasure.

ED 260 433 CS 209 2

Thinking through Language. Teacher Guide.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5015-2
PUB DATE- 85
NOTE- 67p.; For Books One and Two, see CS 209 222-223.
AVAILABLE FROM- National Council of Teachers of English, 1111 K
Rd., Urbana, IL 61801 (Stock No. 50152, $3.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Abstract Reasoning; Association (Psychology); *Cog
Development; *Cognitive Processes; Conflict Resolution; Conve
Thinking; Creative Thinking; Critical Thinking; Decision Maki
Educational Theories; High Schools; Intellectual Development;
Intuition; Junior High Schools; Language Arts; *Language
Processing; Logical Thinking; Perception; Perceptual Developm
Problem Solving; Secondary Education; *Teaching Methods

One of three related documents produced in response to a neec direct instruction in thinking skills at the secondary level, t teaching guide for Book One and Book Two of "Thinking Through Language" is intended for junior or senior high school English teachers. The guide contains an introduction and summaries of Bo One and Book Two, followed by the two main sections, each corresponding to one of the books. Both sections begin with an outline or instructional overview, which lists the cognitive fields, objectives, and typical activities involved for each un The first section contains instructional information about the units in Book One: experiencing the arts, exploring possibiliti investigating the issues, and probing the future. The second section contains instructional information about the four units Book Two: perception, relationships and connections, problem solving, and the creative imagination. Teacher resources and bibliographies are included. (EL)

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ED 260 495 EA 017

Hansen, Kenneth H.
Tuition Tax Credits: Current Status and Policy Issues.
Northwest Regional Educational Lab., Portland, OR. Northwest C
for State Educational Policy Studies.
PUB DATE- Mar 80
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Constitutional Law; Court Litigation; Educational
Change; Elementary Secondary Education; Parochial Schools; F
Formation; Public Education; State Church Separation; State
Departments of Education; *Tax Credits; *Tuition

Although providing tuition tax credits to parents of childre
private schools could provide several social benefits, several
difficulties stand in the way of adopting such a policy. The m
difficulty is that tuition tax credits stand a good chance of
declared unconstitutional on First Amendment grounds. Tuition
credit proposals have gone down to defeat in every state refer
in the past decade, yet additional proposals remain pending. I
of particular concern to state education agencies are what pu
tuition tax credit proponents hope to achieve, what policies w
be required to address those purposes, and how the adoption of
scheme for tuition tax credits would affect the delivery and c
of education. (PGD)

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ED 260 510 EA 017

Bruno, Rosalind
School Enrollment--Social and Economic Characteristics of Stu
October 1981 and 1980. Current Population Reports: Populatic
Characteristics.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Jul 85
NOTE- 147p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works -
(022)
DESCRIPTORS- Age; *Census Figures; Courses; Early Childhood
Education; Elementary Secondary Education; *Enrollment; Enro
Trends; Ethnic Groups; Family Income; Marital Status; Natior
Surveys; Place of Residence; Postsecondary Education; Priva
Schools; Public Schools; Race; *School Statistics; Sex; *St
Characteristics; Tables (Data)

Fifty-one detailed tables provide information about educati socioeconomic characteristics of students nationwide. Nursery school and college were the only levels of school with higher enrollment in 1981 than in 1970--88 percent and 45 percent hi respectively. At the college level, the enrollment of more wo and more older students (22 to 34 years old) has contributed 45 percent increase from 7.4 million students in 1970 to 10.7 million in 1981. Data are also presented from an October 1979 survey concerning college plans of high school students and specific types of courses high school students were taking. Th socioeconomic characteristics covered include age, sex, race c ethnic group, residence in metropolitan or nonmetropolitan ar marital status, family income, and membership in the labor for The educational characteristics considered comprise enrollmen all educational levels (from preschool through higher educati educational attainment, public or private control of the institution, full- or part-time enrollment, and two-year and four-year college attendance. Appendixes extend the data back time, as far as 1947 for some characteristics; define the methodological parameters of the report; and show the October enrollment status and college plans of high school students.

ED 260 201 CE 041 999

Dowling, Carole
A Comparison between Mandatory and Voluntary Continuing Education on Professional Performance.
SPONS. AGENCY- American Fund for Dental Health.
PUB DATE- 4 Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations; *Certification; *Comparative Analysis; *Dental Hygienists; Educational Research; *Job Performance; *Outcomes of Education; *Professional Continuing Education; Surveys
IDENTIFIERS- *Mandatory Continuing Education

The mail survey research method was used to determine the comparative impact of mandatory and voluntary continuing education systems for relicensure on the performance of health care professionals. Of 1,901 questionnaires mailed to dental hygienists in Wisconsin and Minnesota, 63 percent (1,201) were returned. Supervising dentists and dental hygiene patients also participated. Several types of evaluative dimensions were used to assess the practitioner's performance in each system: satisfaction with the quality of care, cognitive achievement, general performance, technical competence, and interpersonal behavior. Performance ratings were submitted by the health care providers themselves, their supervisors, and the recipients of care. Analysis of the resulting data demonstrated no practical significant difference in performance between the study populations practicing under mandatory and voluntary continuing education systems. Overall, professional performance and the quality of care provided were reported to be highly satisfactory. Of their own accord, most of the responding practitioners had a propensity toward lifelong learning. (YLB)

ED 260 229 CE 042 081

Worthington, Robert M.
Adult Education Opportunities.
PUB DATE- Jul 85
NOTE- 17p.; Paper presented at the Annual Conference of the State Directors of Adult Education (Washington, DC, July 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Literacy; Agency Role; Basic Skills; Continuing Education; Educational Needs; Educational Opportunities; Educational Trends; Enrollment Trends; Entrepreneurship; Financial Support; Futures (o Society); Government Role; *Government School Relationship; Job Training; *Literacy Education; Military Training; Postsecondary Education; *Vocational Education
IDENTIFIERS- *Department of Education

In recent years, many dramatic changes have occurred in the field of adult and continuing education. Enrollments in the Federal adult basic education (ABE) effort alone have increased from 536,000 in 1970 to over 2.5 million students in 1985, with over one-fourth of these participants being Black or Hispanic. In 1985, Congress has reauthorized the legislative mandates for the adult vocational education programs, the national literacy effort has continued its efforts to bring the issue of adult literacy to national focus, and private sector involvement and support have continued in all areas of adult education. Included among the many projects in the area of adult education currently receiving support from the Department of Education (DOE) are the following: ADVOC-NET, a telecommunications network designed to increase cooperation among leaders in adult and vocational education; the National Literacy Awareness Campaign, an effort to recruit volunteer leaders and tutors; and the Federal Employee Literacy Training (FELT) Program. In addition, DOE has established a number of task forces to examine ways of enhancing opportunities in adult education. Two particularly noteworthy task forces are one focusing on ways of infusing entrepreneurship education throughout the U.S. educational system and another that is involved in devising ways to increase the Nation's defense preparedness by raising basic skills levels among members of the Armed Forces to meet military job needs. (MN)

Grondin, Deirdre
Social Marketing: Its Role in the Delivery of Nutrition Education Programs.
PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the International Communication Conference (Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Adults; *Attitude Change; Behavior Change; Change Agents; Change Strategies; *Community Education; Educational Change; *Educational Strategies; Institutional Advancement; *Marketing; Merchandise Information; *Nutrition Instruction; Policy Formation; Public Policy; *Social Change

Social causes such as "improved nutritional practices" could benefit from marketing-like thinking. The improvement of nutritional practices, like other social concerns such as pollution control, drug abuse, and physical fitness, needs innovative solutions and approaches for gaining public attention and support. Marketing persons, by their training, are finely attuned to market needs, product of package development, pricing or channel issues, and promotional techniques--all of which are critical in the social area. Much of this knowledge can be adapted by the planners and implementers of social causes. A social marketing approach does not guarantee that the social objectives will be achieved or that the costs will be acceptable. Yet, for programs like "improved nutritional practices," social marketing appears to offer a useful framework for effective social planning at a time when social issues have become more relevant and critical. (KC)

ED 260 257 CE 042 253

Interchange. Program Improvement Products Identified through Networking. 1985.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 62p.; For the 1984 edition, see ED 249 395.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Vocational Education; Basic Skills; Curriculum Guides; *Demonstration Programs; Educational Planning; *Educationa Resources; Educational Technology; Education Work Relationship; Employment Potential; Equal Education; Exceptional Persons; Information Networks; *Instructional Materials; Job Skills; Linkin Agents; Models; Postsecondary Education; Program Descriptions; Program Development; Program Implementation; *Program Improvement; School Business Relationship; Secondary Education; Staff Development; Teaching Methods; Technological Advancement; *Vocational Education

This catalog lists exemplary field-based program improvement products identified by the Dissemination and Utilization Products and Services Program (D&U) at the National Center for Research in Vocational Education. It is designed to increase awareness among vocational educators of these products and to provide information about them that facilitates effective use. The products listed were selected through D&U staff screening of various databases and by soliciting product nominations from vocational educators in agencies and institutions such as local schools, state departments of education, state boards of vocational and technical education, community colleges, technical institutes, and universities. Products listed in this catalog cover the following topics: adult vocational education, basic skills, business-industry-labor linkages, communications, economic development, employability skills, equity, evaluation, instruction, personnel development, planning, special populations, and technology. For each entry, information about availability and price, along with a short abstract, are provided. The catalog includes a title index and ordering information. (KC)

ED 260 300 CE 042 374

Lee, Jasper S.
Agricultural Education: Review and Synthesis of the Research, Fourth Edition. Information Series No. 298.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 47p.
CONTRACT- 400-84-0004
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN298--$4.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Agricultural Education; *Educational Research; Extension Education; Instructional Materials; International Education; Master Teachers; Microcomputers; Postsecondary Education; Public Relations; School Holding Power; Secondary Education; State of the Art Reviews; Student Organizations; Studen Recruitment; Supervised Farm Practice; *Teacher Education; Teacher Morale; Teacher Persistence; *Vocational Education; Vocational Followup

This fourth edition of a review and synthesis of agricultural education research concentrates on the period from 1978 to 1984. The review covers research published in papers and bulletins, compilations of abstracts, proceedings of regional and national agricultural education research meetings, material in the ERIC database, masters' theses, and doctoral dissertations. Criteria for selection include the extent to which findings are generalizable, saliency of the research, and importance of the research question to agricultural education trends and issues. The document covers these aspects of agricultural education: (1) vocational-technical agricultural programs, encompassing curriculum and instruction, student organizations, supervised occupational experience, summer programs, and student recruitment, retention, placement, and followup; (2) personnel preparation, including teacher education programs, methods, and organizations; (3) instructional materials and technology, focusing on microcomputer applications; (4) professionalism, discussing master teachers, morale and satisfaction, and teacher retention; (5) relationships with publics, including public perceptions and program promotion; (6) international agricultural education; and (7) extension education. A summary section highlights areas for future research and the need for a national research agenda. An extensive bibliography of the cited studies concludes the document. (SK)

ED 260 353 CG 018 446

Rinear, Eileen E.

Symptoms of Post-Traumatic Stress Disorder among Surviving Parents
Child Homicide Victims.

PUB DATE- 22 Apr 85

NOTE- 15p.; Paper presented at the Annual Meeting of the Orthopsychiatric Association (62nd, New York, NY, April 20-24, 1985). Paper based on author's PhD dissertation, Temple Universi

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Children; Coping; *Death; *Grief; *Parents; Psychological Patterns; Stress Variables; *Victims of Crime

IDENTIFIERS- *Homicide; *Post Traumatic Stress Disorder

This paper recognizes murder as a major cause of mortality among adolescents and young adults and addresses the need for research examining the effects of murder on the victim's surviving family members. The information contained in this report was obtained from surveys completed by 237 members of the Parents of Murdered Children support group. The scope of the problem of murder in our society is presented and a brief summary of the victim characteristics and murder scenarios common to this investigation is provided. The primary focus of this report is on the psychological sequelae typically experienced by parents whose children have been murdered. It is noted that the symptoms and reactions of these parents failed to conform fully to currently existent models of grief and mourning, but more closely approximated symptoms cited as criteria for Post-Traumatic Stress Disorder (PTSD). Ten symptoms and reactions of PTSD reported by the parents are listed and examples are given for each symptom. The socioenvironmental factors which serve to compound the traumas and impede the recovery of these surviving parents are also discussed. (NRB)

ED 260 400 CS 209 10

Waltman, John L.
Nonverbal Elements of International Business Communication.
PUB DATE- Apr 84
NOTE- 7p.; In: Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1 Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Language; *Business Communication; *Communica Skills; *Intercultural Communication; Nonverbal Ability; *Nonv Communication; Nonverbal Learning; Paralinguistics; Personal S

Because proficiency in nonverbal communication is as important international business communication as it is in one's own cultu temporary residents need to learn how to improve communication. This paper explores several ways business communication speciali can help improve sojourners' nonverbal fluency for specific cultures. Temporary residents can become more skilled at handlin nonverbal messages developing a knowledge of media and culture a well as the ability to show empathy for others, to tolerate ambiguity without frustration, to show respect, and to take turn Specific instruction in paralanguage, proxemics, kinesics, the u of time, and dress is also helpful. (EL)

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ED 260 464 CS 504 9

Fawcett, Richard G., Ed.
Debating United States Water Policy: A Preliminary Analysis. A National Federation Publication for the 1985-86 National High School Debate Topic.
National Federation of State High School Associations, Kansas C Mo.
PUB DATE- 85
NOTE- 104p.
AVAILABLE FROM- National Federation of State High School Associations, 11724 Plaza Circle, P.O. Box 20626, Kansas City 64195 ($4.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Mat (070)
DESCRIPTORS- *Competition; *Debate; Drinking Water; High School Resource Materials; Social Problems; *Speech Communication; * Quality; *Water Resources
IDENTIFIERS- *Debate Tournaments

Designed for high school debate students and coaches, this gu presents a preliminary analysis of the issues concerning the 1985-86 national high school debate topic on water policy and provides information concerning the inquiry and advocacy proces Following discussions on the value of policy debate and its fut the book contains one chapter on affirmative analysis and case ideas and one on negative approaches and strategies, an annotat bibliography on water policy, and a guide to resources. The nex chapters focus on management of our nation's water resources an strategies for understanding the counterplan. Finally, periodic and books that provide information on debate theory are listed bibliography. (EL)

ED 260 481 CS 505 0

Briller, Bert R., Ed.; Knight, Pamela, Ed.
Television Looks at Aging.
Television Information Office, New York, N.Y.
PUB DATE- 85
NOTE- 96p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Development; Age Discrimination; *Aging (Individuals); *Broadcast Industry; *Characterization; Interpersonal Communication; Mass Media Effects; *Older Adult *Programing (Broadcast); Stereotypes; *Television; *Televisio Viewing
IDENTIFIERS- *Media Role

How television is helping to make older adults more visible b drawing attention to their needs and by recognizing their contributions to society is examined in this book, which presen sample of television programing in the 1980s. The book begins w an introduction by Mary Cassata that surveys the literature on television's roles as both mirror and molder of the changing an often conflicting images of older citizens. It then presents br descriptions of television programs that deal with the elderly with issues of particular interest to or concerning them, inclu housing, economics, ability in aging people, health, death, cop society's attitudes, gray power, relating to other generations, adapting to aging. The final section of the book presents descriptions of programs that depicted older adults who have remained vital people. A list of television stations represente included. (EL)

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ED 260 541 EC 18

A Compilation of Federal Laws for Disabled Children, Youth,
Adults. Prepared by the Subcommittee on the Handicapped o
Committee on Labor and Human Resources. United States Sen
Ninety-ninth Congress, First Session.

**Congress of the U.S., Washington, D.C. Senate Committee on
Human Resources.**

REPORT NO.- Senate-Prt-99-36
PUB DATE- Mar 85
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; Civil Rights; Demonstration Programs; *Developmental Disabilities; *Disabilities; Educational Legislation; Educational Media; Elementary Secondary Educa
Employment Opportunities; Federal Aid; *Federal Legislatio
Instructional Materials; Research Projects; *Special Educa
Teacher Education; *Vocational Rehabilitation
IDENTIFIERS- Amendments; Developmental Disabilities Act; Ed
the Handicapped Act 1970; Rehabilitation Act 1973

The text presents a compilation of three recently reautho
Federal laws providing services to persons with disabilitie
Education of the Handicapped Act (amended by the 98th Congr
through Pubic Law 98-199); the Rehabiliation Act of 1973 (a
by the 98th Congress through Public Law 98-221), and the
Developmental Disabilities Act of 1984 (Public Law 98-527).
Education of the Handicapped Act includes the following sec
general provisions, assistance for education of all handica
children, centers and services to meet special needs of the
handicapped, training personnel for the education of the
handicapped, research in the education of the handicapped,
instructional media for the handicapped. The Rehabilitation
amended in 1975 contains the following seven titles: (1) vo
rehabilitation services, (2) research and training, (3)
supplementary services and facilities, (4) national council
handicapped, (5) miscellaneous, (6) employment opportunitie
handicapped individuals, and (7) comprehensive services for
independent living. The Developmental Disabilities Act of 1
contains sections on general provisions, federal assistance
planning and service activities for persons with developmen
disabilities, protection and advocacy of individual rights,
university affiliated facilities, and special project grant

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ED 260 557 EC 18

Hughes, Selma; Fullwood, Harry L.

New Thoughts on Play and Leisure Activities for Children an
Who Are Mentally Retarded.

PUB DATE- Jun 85

NOTE- 55p.; Paper presented at the Annual State Convention o
Association for Retarded Citizens (35th, Arlington, TX, Ju
1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at.
Information Analysis/State-of-the-Art Materials (070) Repo
Research/Technical (143)

DESCRIPTORS- Behavior Patterns; Elementary Secondary Educati
*Friendship; *Leisure Time; *Mental Retardation; Peer Rela
*Play

Surveys on leisure and recreational patterns of mentally
individuals were completed by 98 parents of retarded childre
adults. Results are reported, along with reviews of the lit
in three general headings: (1) play in mentally retarded ch
under 12; (2) leisure and recreation activities in mentally
retarded individuals 12 and older; and (3) the role of frie
in the lives of mentally handicapped children and adults. S
reviews reasons for ambiguity in defining play, notes diffe
in mother and father-imitated play, and reports results for
preschool and primary grade students. Section 2 notes the r
lack of emphasis on teaching leisure skills to this age gro
12), and reveals that television viewing and music were the
favorite activities of the study's Ss. Section 3 notes that
interests appeared to play a greater part in friendship tha
sex in the student sample. Reasons for lack of information
friendship patterns of older retarded persons are examined.
conclusions offered are that friendship in the younger chil
linked to play, that friendship patterns improved when Ss l
school for sheltered workshops, and programs to encourage a
participation in making friends are best done on a small sc
five-page list of references concludes the paper. (CL)

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ED 260 586 FL 01

English Teaching Profile: Turkey.
British Council, London (England). English Language and Lit
Div.
PUB DATE- Mar 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptio
Guides/Methods/Techniques (For Practitioners) - Non-Classr
(055)
DESCRIPTORS- Adult Education; Creative Writing; Educational
Elementary Secondary Education; *English (Second Language
Countries; Higher Education; Instructional Materials; *La
Instruction; Language Research; *Language Role; Language
Material Development; Second Language Programs; Teacher E
Technical Assistance
IDENTIFIERS- *Turkey

A profile of the state of English and English instruction
covers the following topics: a description of the role and
of English language use in industry and commerce, governmen
education; the role of English at all levels of the educati
system; the availability, characteristics, and training of
of English; the type of materials support available at all
of instruction; educational administration in relation to E
instruction, development, and planning for the teaching of
the type of and demand for English instruction outside the
educational system; the level of British, American, and oth
agency support for English instruction; and commercial
opportunities, creative writing, and current research on En
language and literature. A strong interest in the English l
is noted at all levels in Turkey as well as wide enthusiasm
English literature. Although English is recognized as vital
Turkey's development in the international arena, meeting th
for high quality English instruction has become difficult.
Understaffing, lack of funds, and undertrained instructors
problems in teacher training. A short bibliography is also
included. (MSE)

ED 260 215 CE 042 050

Swanson, Richard A.; Geroy, Gary D.

Forecasting the Economic Benefits of Training. Training and Development Research Center: Project Number One.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

PUB DATE- Apr 84
NOTE- 21p.; For related documents, see CE 042 051-057.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Education; *Cost Effectiveness; Job Skills; *Job Training; *Labor Force Development; Models; *Prediction; Skill Development
IDENTIFIERS- *Training Benefit Forecasting Method

Analysis of the economics of training has become one of the most important issues of the decade for business and industry. Unfortunately, managers typically digress to a simple cost analysis and ignore the realities of cost-benefit analysis and the potential of large financial benefits to the organization. A proposed model to forecast training costs and benefits identifies generic categories of training costs for summarizing those costs that may be unique to the reader's organization. Categories for costs incurred from losses of time, material, and production/performance are included. An important part of the Training Benefit Forecast Method (TBFM) is the value of performance. Performance value is defined as the worth of performance units produced in dollars. Making valid comparisons of alternative training options requires the analyst to set a base time period to be used in calculating performance values for each training option. A case study is provided of the benefit analysis of three training options under consideration by a manufacturer. Tables illustrate the cost and benefit analyses. (YLB)

ED 260 272 CE 042 281

Roessler, Richard; Bolton, Brian

Vocational Rehabilitation of Individuals with Employability Skill Deficits: Problems and Recommendations.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.

PUB DATE- Jun 84

NOTE- 64p.

GRANT- G0083C0010/02

AVAILABLE FROM- Publications Dept., Arkansas Resarch and Training o Vocational Rehabilitation, P.O. Box 1358, Hot Springs, AR 71902 (Item No. 1254--$3.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Change Strategies; *Client Characteristics (Human Services); Delivery Systems; Educational Needs; *Employment Potential; *Employment Services; Followup Studies; Interviews; *J Placement; *Job Skills; Job Training; Postsecondary Education; Questionnaires; State Programs; State Surveys; Statewide Planning *Vocational Rehabilitation

IDENTIFIERS- *Arkansas

Fifty-seven former vocational rehabilitation clients were interviewed regarding their employability skill training and job placement needs. The sample, which was balanced in terms of sex, type of disability, and area of residence (rural versus urban), was biased in favor of individuals having greater employability deficits (persons served by sheltered workshops or a comprehensive rehabilitation center). Approximately half of the sample was employed in competitive work, with about one-fifth of the sample having been unemployed since their exit from a vocational rehabilitation program. Seventy-two percent were helped by rehabilitation services at least to some degree; of those reporting dissatisfaction with the rehabilitation services they received, 79 percent cited inadequate vocational training as their primary complaint. One-fifth of the sample indicated problems in working with supervisors and coworkers, meeting the demands of their jobs, and knowing how to get raises or promotions. One-third of those interviewed reported problems in learning about better jobs or promotions. From these results came recommendations for continued emphasis on such placement services as job-seeking skills training, career development programs, job clubs, postemployment counseling, job development services, and direct interventions with employers. (The study interview form is appended). (MN)

ED 260 325 CG 018 418

Trent, Richard M.
Hypnotherapeutic Restructuring and Systematic Desensitization as Treatment for Mathematics Anxiety.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Cognitive Restructuring; College Students; *Desensitization; Higher Education; *Hypnosis; *Mathematics Anxiety; Negative Attitudes; Performance; Relaxation Training; Therapy

The present demand for quantitative proficiency makes low mathematics achievement not only a formidable obstacle in occupational aspirations but also in the academic arena. To modify the current understanding of the problem of mathematics anxiety and to develop an effective treatment program, college students (12 subjects per group; 8 females, 4 males) were randomly assigned to one of three groups: systematic desensitization, hypnotherapeutic restructuring, or an expectancy control group. A pretreatment and posttreatment administration of the Mathematics Anxiety Rating Scale and the Revised Math Attitude Scale were used as dependent variable measures of math anxiety and math attitude. Additionally, developmental mathematics course grades were used as a math performance measure. The results showed that at the end of the 6-week posttesting period, all three groups produced significant improvement in math anxiety levels. Only the hypnotherapeutic restructuring treatment created significant positive changes in attitude toward mathematics and, by the end of the 12-week grading period, produced significant improvement in math performance. The results suggest that math anxiety is a developmental-organizational disability generally accompanied by an avoidance reaction. (KGB)

ED 260 340 CG 018 433

Blasingame, Margaret C.
A Selected Bibliography on Employee Attitude Surveys. Special Repor
Center for Creative Leadership, Greensboro, N.C.
REPORT NO.- ISBN-0-912879-51-3
PUB DATE- Aug 81
NOTE- 51p.
AVAILABLE FROM- Center for Creative Leadership, 5000 Laurinda Drive
P.O. Box P-1, Greensboro, NC 27402-1660.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Attitude Measures; Data Analysis; Data Interpretation
*Employee Attitudes; Job Satisfaction; Motivation; Productivity;
*Surveys; *Work Attitudes

This bibliography provides an up-to-date compilation of literatur covering all aspects of the employee attitude survey process. It is intended for both researcher and practitioner. A wide variety of sources are represented with a focus on the past 10-12 years of attitude survey research. The 473 citations compiled are categorized under 7 separate headings: (1) understanding job satisfaction, attitudes, and motivation theories; (2) assessing organizational commitment; (3) selecting an instrument and administering the survey; (4) analyzing and interpreting the data; (5) feeding back survey results and developing action plans; (6) determining the financial impact of a survey; and (7) general. Section 1 guides the reader to pertinent information for understanding theories on attitudes and job satisfaction plus certain theoretical models implicit in some attitude survey approaches. Sections 2 through 6 include a representative sample of literature supporting the seven distinct phases of the attitude survey process. The final section lists general citations which deal with overall issues or with subjects which tend not to fit in one of the other six categories. (KGB)

ED 260 370 CG 018 47

Johnston, Joe A.; Heppner, Mary J.
Adult Career Development: An Overview. Highlights: An ERIC/CAPS F
Sheet.
**ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbo
Mich.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, The Universi
of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)
DESCRIPTORS- *Adult Development; *Adults; *Career Development;
Delivery Systems; Educational Trends; Employment Patterns; Int
Inventories; Research Problems
IDENTIFIERS- ERIC Digests

This digest discusses demographic, technological and other fac
influencing adult career development and describes new career
services, assessment instruments, and interventions for adults.
Problems with research in the area of adult career development a
noted. (MCF)

CS

ED 260 385 CS 008 130

Cook, Nancy J.; Mottley, Reed R.
Predictors for Academic Achievement for College Freshman Football Players: An Analysis of Findings.
PUB DATE- 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Athletes; College Freshmen; *Educational Research; Football; Grades (Scholastic); Graduation Requirements; Higher Education; *Performance Factors; *Predictor Variables; Racial Factors; Student Evaluation; Study Skills
IDENTIFIERS- ACT Assessment; National Collegiate Athletic Associat

Triggered by recent exposures of illiterate college athletes, th academic exploitation of athletes, and the manipulation of educational standards for athletes at all levels, the National Collegiate Athletic Association (NCAA) in January 1983 passed an academic requirements ruling for all Division I schools within the NCAA. "Proposition 48" established academic requirements for athletes attending or planning to attend all Division I colleges. In light of this ruling, a study was conducted to determine predictors for academic success for college football players. Subjects were 59 first semester freshmen, about equally divided by race, at a southern four-year NCAA institution. Subjects' ACT composite scores ranged from 9 to 26 and high school grade point averages from 1.38 to 4.00 on a 4.00 scale. All were considered football athletes based on prior assessment of their athletic abilities, although three had high school GPAs lower than the required 2.00 on a 4.00 scale, and so were not eligible for practice or play. Regressions were used to determine the best predictors for academic success defined as grade point average. Those predictors found most significant were race; the number of games in which the athlete performed; the number of semesters enrolled in a study improvement course; the ACT natural science, mathematics, and social science scores, and the number of semester needed to prove proficiency in a developmental reading course. (H

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ED 260 449 CS 209 2

Graded Course of Study in Language Arts K-12.
Euclid City Schools, Ohio.
PUB DATE- Feb 82
NOTE- 225p.
AVAILABLE FROM- Director of Instruction, Euclid Public Schools, East 222 St., Euclid, OH 44123 ($11.50).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; *Educational Objectives; Elementary Secondary Education; *English Curriculum; *English Instruction; Handwriting; *Language Arts; *Language Skills; Listening Skills; Literature Appreciation; Punctuation; Readi Instruction; Speech Skills; Spelling Instruction; Writing Instruction

The overall goals of the kindergarten through grade 12 langua arts program described in this guide are based upon strands tha are common to every level of instruction: spelling, reading, handwriting, composition (oral and written), and literature. Th described goals deal with a wide variety of ways by which peopl communicate; emphasize the mechanical and skill dimensions of reading, spelling, writing, composition, correct usage, punctuation, speaking and listening; and include the use of the library and its various reference materials. The guide lists individual goals for each of the language arts at each grade le and provides scope and sequence charts in all skills for kindergarten through grade 6, grades 7 and 8, and grades 9 thro 12. The guide concludes with a statement on program evaluation.

ED 260 496 EA 017

Miller, Ned A.
Nonsalary Compensation for Employees of Independent Schools.
National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-55-8
PUB DATE- 84
NOTE- 44p.
AVAILABLE FROM- Publication Sales, National Association of
  Independent Schools, 18 Tremont Street, Boston, MA 02108.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (055)
DESCRIPTORS- *Compensation (Remuneration); Elementary Secondar
  Education; *Fringe Benefits; Health Insurance; Insurance; *
  Schools; Retirement Benefits; *School Personnel; *Teacher
  Employment Benefits
IDENTIFIERS- *Deficit Reduction Act 1984

A guide, intended to help independent schools attract and r competent people through appropriate compensation packages, provides the basis for a review of a school's current general benefits program. It also contains suggestions for improving compensation packages by offering a wider range of tax-favore nonsalary benefits without necessarily increasing the overall to the school. The first of four sections, "Capital Accumulat Plans," describes plans for pensions, tax-sheltered annuities deferred compensation and continuation, and individual retire accounts. "Financial Protection Plans" describes 10 plans tha provide medical and dental, disability, and death coverage; p group legal coverage; and financial counseling. The third sec "Indirect Pay Plans," describes plans that cover professional memberships, tuition payments, dining hall privileges, automo leasing, housing, and sabbatical leaves. The final section, "Cafeteria Compensation Plans," refers to plans that allow employees, within legal limits, to design benefit programs th meet their own particular needs. Concluding the guide are sum of cafeteria plans and of the Deficit Reduction Act of 1984 t resolved many issues that surrounded cafeteria plans. (MLF)

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ED 260 525 EC 180

Asch, Adrienne; And Others
Building Community: A Manual Exploring Issues of Women and
Disability.
Educational Equity Concepts, Inc., New York, NY.
SPONS. AGENCY- Ms. Foundation for Women, Inc., New York, N.Y
REPORT NO.- ISBN-0-931-62901-2
PUB DATE- 84
NOTE- 66p.; A part of the Women and Disability Awareness Pro
AVAILABLE FROM- Educational Equity Concepts, 440 Park Ave. S
York, NY 10016 ($8.50 plus $1.50 postage and handling; 20%
for 10 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Description
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Rights; *Disabilities; *Females; Handicap
Discrimination; Political Influences; *Sex Discrimination;
Bias

Intended for feminist, educational, and disability rights
the manual examines the connection between discrimination ba
gender and discrimination based on disability. Disability is
addressed as a political, civil rights issue, a human relati
issue, and as a personal experience. Background information
disability rights movement and on the double discrimination
by women with disabilities is considered. A format is presen
a 3-hour workshop to raise awareness about attitudes towards
disability, parallel concerns of disabled and nondisabled wo
the importance as role models of adults with disabilities, a
disability as an equity issue. Workshop materials are provid
including biographical sketches of notable women with disabi
and discussions of action strategies for organizational chan
Five readings on the topic are appended. (CL)

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ED 260 571 EC 18

Duffy, John K.
The Acquisition of Verbal Communication Skills by Severely Hearing-Impaired Children through the Modified Cued Speec Alphabet Method.
PUB DATE- Jun 84
NOTE- 21p.; Paper presented at the Convention of the Alexan Bell Association for the Deaf (Portland, OR, June 26-30,
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cued Speech; *Hearing Impairments; *Language Acquisition; Oral Communication Method; Phonetics; *Speec Total Communication; Visual Learning

The paper describes the potential of cued speech to provi language and intelligible speech to severely hearing impair students. The approach, which combines auditory-visual-oral manual cues, is designed as a visual supplement to normal s The paper traces the development of cued speech and discuss modifications made to the R. Orin Cornett's system of cued to facilitate ease of acquisition. The development of verba language and speech is briefly summarized, stressing that c speech can help the hearing impaired student acquire phonet alphabet skills as a precursor to reading instruction. Sugg for early verbal language and speech training are offered. paper suggests reasons for the lack of acceptance of cued s advocates of oral and total communication methods. The appe provides a detailed textual and diagrammatic description of Modified Cued Speech-Phonetic Alphabet Method. (CL)

ED 260 187 CE 041 967

Edwards, Kathy
Mental Health Worker. Student's Manual and Instructor's Guide.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 139p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. HO 209 S).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; *Clinical Diagnosis; Competency Based Education; Extension Education; Health Services; *Helping Relationship; Individualized Instruction; Job Skills; Legal Responsibility; *Mental Disorders; *Mental Health; Postsecondary Education; Secondary Education
IDENTIFIERS- *Mental Health Workers

The student's manual of this set consists of materials for use by students enrolled in an extension course to train them for employment as mental health workers. Addressed in the individual units of the course are the following topics: mental health, mental illness, mental health professionals, diagnosis of mental disorders, treatment of mental illness, basic helping skills, legal issues, and mental health worker responsibilities. Each unit contains objectives and instructional text. The instructor's guide contains activity sheets, answers to learning activities found in the student's manual, answers to tests, and sample work sheets intended for use with each unit. (MN)

ED 260 243 CE 042 226

Gregory, Margaret R.

Curriculum Guide for Fashion Merchandising (Fashion Salesperson).

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 84
NOTE- 263p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Behavioral Objectives; Career Development; *Clothing; Clothing Design; Competency Based Education; Curriculum Guides; *Distributive Education; Employment Interviews; *Fashion Industry; High Schools; Job Application; *Learning Activities; *Marketing; Merchandise Information; *Merchandising; Occupational Home Economics; Sales Occupations; Self Actualization; Self Care Skills; Student Organizations; Textiles Instruction; Vocational Education

This curriculum guide is designed to help teachers teach a course in fashion merchandising to high school students. The guide contains eight performance-based learning modules, each consisting of one to seven units. Each unit teaches a job-relevant task, and includes performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement tests for the fashion merchandising field. The guide is designed to be used with any teaching method, such as lecture/demonstration or discussion. The following topics are covered in the guide: overview of the fashion industry; orientation to marketing and distributive education, Distributive Education Clubs of America, and cooperative education; career development; personal development; nature of fashion; sales promotion; product technology; and merchandising. Bibliographies are included in each module. Appendixes to the curriculum guide list duties and tasks required of students for each unit, supplies and equipment, and bibliographic resources for fashion merchandising. (KC)

ED 260 286 CE 042 305

Sing and Learn English. A 310 Special Demonstration Project. 1984-1985.

Rio Salado Community Coll., Ariz.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.

PUB DATE- 85

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Classroom Techniques; *Demonstration Programs; *English (Second Language); *Grammar; Language Skills; Learning Activities; Second Language Instruction *Singing; *Vocabulary Development

IDENTIFIERS- 310 Project; *Songs

This instructor's guide contains the words to 23 popular songs along with guidelines and activities designed to help English-as-a-second-language (ESL) students improve their English skills while learning the songs. Each song is accompanied by a brief paraphrase of the content of the song, vocabulary and grammar exercises, and suggested teacher's comments. (MN)

ED 260 401 CS 209 10

Curtis, Dan B.; And Others
Enhancing Students' Employability Quotient.
PUB DATE- Apr 84
NOTE- 12p.; In Professional Communication in the Modern World:
Proceedings of the American Business Communication Association
Southeast Convention (31st, Hammond, LA, April 5-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Business Communication; *Communication Skills;
*Employment Qualifications; Graduate Study; Higher Education;
*Organizational Communication; Speech Communication; *Speech
Curriculum; Undergraduate Study
IDENTIFIERS- *Business Careers

The communication skills believed to be relevant to a successf
career in the business world and the organizational communicatio
program in the Department of Communication at Central Missouri
State University (CMSU) are the two major focuses of this paper.
The first part of the paper discusses the importance of identify
factors that might enhance employability, the importance of
communication skills in the modern world, communication skills
thought to be important goals for managers, six factors critical
the employability of college graduates, ten types of communicati
skills important to job success, the instruction that should be
included in speech communication courses, and unsolicited commen
on the importance of communication skills from recent graduates
with majors in communication. The second part of the paper conta
general questions about the CMSU major in organizational
communication management, a list of instructional skills objecti
at the undergraduate and at the Master's level, and the purposes
and general requirements for the internship program. (EL)

ED 260 417 CS 209 192

Telecommunications and Technology.
Associated Press Managing Editors.
PUB DATE- Nov 83
NOTE- 59p.; Report of the Associated Press Managing Editors Telecommunications & Technology Committee and issued at the Ann Convention of the Associated Press Managing Editors (Louisville KY, November 1-4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- *Cable Television; Costs; Higher Education; *Journal *Journalism Education; News Media; *Newspapers; Online Systems; *Production Techniques; Telecommunications; *Videotex

This report begins by noting that newspapers are now producing cable television programs, leasing cable channels, and selling cable advertising; thus the first half of the report consists of articles examining that trend. The articles explain why and how newspapers entered the world of cable, why one newspaper dropped cable, the success of one newspaper's experience in cable, the changing role of a journalist, how newspapers pay television reporters, how to estimate the cost of cable, and the telepress experience. The second part of the booklet consists of articles that deal with other aspects of newspaper journalism, covering su topics as (1) graphics scanners, (2) pagination, (3) new portable terminals, (4) electronic library systems, (5) telecommunications (6) newspaper databases, (7) radio news, (8) robotics, (9) the co of features, and (10) journalism education in colleges. (HOD)

ED 260 202 CE 042 000

Hamilton, Stephen F.
Apprenticeship as a Transition to Adulthood in West Germany.
PUB DATE- Apr 85
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; *Educational Improvement; *Education Work Relationship; Foreign Countries; Secondary Education; *Vocational Education; Work Experience Programs; *Youth Employment
IDENTIFIERS- *West Germany

West German apprenticeship combined with part-time vocational schooling--the dual system--provides a smooth transition from school into careers for German youth. One source of complexity in the structure of apprenticeship is the relationship between apprenticeship, which is controlled nationally, and vocational schooling, which is controlled by the states. Not all occupations are authorized as training or apprenticeable occupations, nor do all companies train apprentices. Vocational schools, the second part of the dual system, teach both occupational and general courses. The focal point for most of what happens in vocational schools is the qualifying exam, which employers help to write, administer, and grade. Vocational schools are distinctive from U.S. secondary schools in their intense focus on employment-related learning and in being less important as centers of social interaction. Secondary vocational training prepares qualified skilled workers, comparable to participants in U.S. apprenticeship programs. Limitations of the West German system are its inherent "undemocratic-ness," the narrowness of apprenticeship training, and employers' control. Implications for the United States are that (1) the floundering period (during which students decide on their occupation) is avoidable, (2) vocational education can be improved by upgrading technical quality or altering its purpose to manual training, and (3) learning needs to occur in the workplace. (YLB)

ED 260 230 CE 042 083

Worthington, Robert M.
Consumers Should Know.
Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 22 Apr 85
NOTE- 13p.; Paper presented at the National Consumers' Week '85 Foru
(Washington, DC, April 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Consumer Economics; *Consumer Education; Educational Finance; *Educational Needs; Federal Legislation; Federal Programs; *Federa State Relationship; *Government Role; Literacy Education; Role of Education; School Role; Secondary Education; *State Federal Aid; State Programs; Vocational Education
IDENTIFIERS- United States

Consumer education can be defined as "a study of intelligent and effective methods of buying and using goods and services, competent money management, and the relationship of the consumer to the economy, the workplace, and the home." An important role of government is providing the individual with information so that the individual can exercise the option of choice provided by our system of government. On the Federal level, consumer education cuts across all departmental and agency lines. As a result of the Education Act of 1972, the Federal Government became involved in consumer education. Most junior and senior high schools today offer some courses in consumer economics as part of the home economics program or as part of marketing education, business education, or social studies. However, these programs are funded by a much larger percentage of state and local funds than Federal funds. The challenge today is to get consumer information to the people who need it the most, including those who are disadvantaged or illiterate. Efforts should be made to use television, outreach programs, newspapers, and basic education courses as vehicles to bring consumer education to a larger proportion of the population, especially to those who need it the most. Officials at the national level encourage activities to support strong private and voluntary activity and partnerships for consumer education. (KC)

ED 260 312 CG 018 405

Weiss, Andrea
Reactions of Mental Health Professionals to Hypothetical Clients:
Comparison Based on Clients' Adoptive Status.
PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985). Resea supported in part by Drexel University under its Faculty Development Mini-Grant program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Adopted Children; *Clinical Diagnosis; *Etiology; Family Role; *Psychiatrists; Psychologists; *Psychopathology; Social Workers; Stereotypes
IDENTIFIERS- *Mental Health Workers; Psychosexual Development

Mental health professionals have often reported differences in t psychiatric symptoms and diagnoses of adopted and nonadopted children and adolescents. Since psychiatric diagnoses are influenced by the judgments of the professionals who assign them, it is possible that the differences observed between adopted and nonadopted psychiatric patients are partly a function of differences in professionals' assumptions about adoption. A study was conducted to examine whether adopted and nonadopted clients were perceived differently by mental health professionals. Social workers, psychologists, and psychiatrists (N=397) completed a mailed questionnaire which contained a case description and a set of etiology- and treatment-related questions pertaining to that case. Two cases, one male and one female adolescent, and two versions of each case, one describing the client as adopted and the other making no mention of adoptive status, were used. The results indicated that the adoptive status of the clients did not seem to be a significant factor in the majority of the clinical judgments that were made about them. There were no differences between those subjects who received the adopted and those who received the nonadopted case descriptions in the nature of requests for additional information, in judgments about prognosis, in anticipated length of treatment, or in the importance of including families in treatment. While neither the social workers nor the psychologists responded significantly differently to adoption status, psychiatrists who received adopted cases were more likely to view both family psychopathology and unresolved psychosexual conflicts as factors of etiological importance in the clients' problems. (NRB)

ED 260 354   CG 018 447

Robb, Harold B., III
Getting Licensed: Does What They Call Your Training Program Make a Difference?
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 198
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; *Professional Education; *Psychologis *State Licensing Boards; *State Standards

Despite the Idaho State Board of Psychologist Examiners regulati that licensees must graduate from a program labeled "psychology", the board did not always enforce this regulation. Calls at the national level for a designation system of "psychology" programs, independent of American Psychological Association accreditation, coupled with the fact that there are no doctoral degrees granted i Idaho through any department or program labeled "psychology", underscored the need for additional information. In January, 1984, a mailing with a letter explaining the situation in Idaho, a survey, and a stamped, addressed envelope was sent to the psychology licensing boards in all 50 states and the District of Columbia. Responses (N=45) were received from all boards except those in California, Indiana, Massachusetts, Mississippi, Nebraska and Vermont. Results of the survey showed that the states were divided almost equally in requiring a program labeled "psychology" It was also revealed that some state board offices did not know th provisions of their laws and regulations and that practice sometimes varied from the stated regulations. (A table summarizing the responses alphabetically by state is included.) (Author/NRB)

ED 260 434 CS 209 2

Kirby, Dan; Kuykendall, Carol
Thinking through Language. Book One.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-2536-0
PUB DATE- 85
NOTE- 121p.; For the Teacher Guide and Book Two, see CS 209 221
CS 209 223.
AVAILABLE FROM- National Council of Teachers of English, 1111 K
Rd., Urbana, IL 61801 (Stock No. 25360, $3.95 member, $4.95
nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; Cognit
Processes; Conflict Resolution; Convergent Thinking; Creative
Thinking; *Critical Thinking; Decision Making; Elementary
Education; *Experiential Learning; Fine Arts; Intellectual
Development; Intuition; Junior High Schools; *Language Proces
*Learning Activities; Logical Thinking; Middle Schools; Perce
Perceptual Development; Problem Solving; Teaching Methods

One of three related documents produced in response to a neec direct instruction in thinking skills, this program for middle school or junior high school students bases its approach on involvement of students in direct experiences. The book contair four units. Focusing on perception, Unit 1: "Experiencing the A begins with ways sensory impressions trigger thought, describes class art festival, and discusses the writing of personal reflections on thinking like an artist. Unit 2: "Exploring Possibilities" engages students in speculative and imaginative thinking about technology and its future applications, and incl such activities as brainstorming, making an invention, and preparing for an inventors' fair. Unit III: "Investigating the Issues" engages students in a study of their own school, and involves them in asking questions; collecting, analyzing, and synthesizing information; and interpreting and evaluating findi Unit VI: "Probing the Future" challenges students to project, predict, forecast, plan, and imagine what life might be like in future. (EL)

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ED 260 465 CS 505 0

Sprowl, John
Women, Men and Personal Sales: An Analysis of Sex Differences i Compliance Gaining Strategy Use.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; Communication Skills; *Interpersonal Communication; *Persuasive Discourse; *Salesma *Sex Differences; Speech Communication

A study explored the effects of both the sales representative the target consumer's biological gender upon the persuasive strategy choice of the salesperson. Data from 204 salespeople responding to a 27-item questionnaire were collected over a 6-w period. The results indicate clear differences between men and women sales representatives with respect to compliance-gaining strategy use, with men engaging in a larger number of strategie when attempting to sell a product. However, the sex of the targ customer appears to have no effect upon compliance-gaining stra use. (EL)

ED 260 466 CS 505 0

Weaver, Richard L., II; Cotrell, Howard W.
Imaging: Insight Engineering.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (
DESCRIPTORS- *Creative Thinking; Eidetic Imagery; Imagination; *Interpersonal Communication; Intuition; *Perception; Problem Solving; Self Esteem; Self Expression; Social Behavior; *Visualization
IDENTIFIERS- *Imaging

Imaging is the process of creating mental pictures that can b scanned as people would scan a current event. It is a real, powerful personal process, which has been used in medicine, science, health care, sports, creativity, education, and other areas. On a day-to-day level, imaging can be used to engineer insights regarding self-concept, interaction with others, and resolving interpersonal conflicts. Imaging enables people to uncover and experience diverse ways of using their minds to gat and process data that can lead to powerful and useful new forms knowing and behaving. (Author/DF)

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ED 260 482 CS 505 0

Vogel, Joyce; And Others
An Examination of Conversational Skill in Accepted and Rejecte
Children.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Societ
Research in Child Development (Toronto, Ontario, Canada, Apri
25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; *Communication Apprehension;
*Communication Research; Comparative Analysis; Grade 3;
*Interpersonal Communication; *Interpersonal Competence; Lis
*Peer Relationship; Primary Education; *Self Esteem
IDENTIFIERS- *Conversation

It is generally believed that the reason some children do no
satisfactory peer relationships is that they lack or will not
the interpersonal skills necessary to initiate and/or maintain
relationships. On the basis of this belief, a study was conduc
to examine the conversational behavior of accepted and rejecte
children in a situation where conversation was the sole
interpersonal activity. Subjects were 80 third-grade children
divided into 16 accepted dyads, 12 rejected dyads, and 12 mixe
status dyads. The videotaped conversations of the 40 dyads incl
conversation during a 2-minute waiting period, and a 4-minute
conversational period during which the children were instructe
talk about a topic of their choice. These were then transcribe
analyzed. The results indicated that dyads of accepted childre
showed greater indication of listening and interest in engagin
other person in conversation than did the dyads of rejected
children when weighted against incidence of not listening. The
status effects observed were consistent with findings from othe
studies that characterize accepted children as being more pros
and less antagonistic than rejected children. These data also
provide support for social skills training programs. (HTH)

ED 260 511 EA 017

Yackel, Ivan
An Analysis of Leadership Styles and Stress in the Rural Principalship.
Saskatchewan School Trustees Association, Regina. Research Cen
REPORT NO.- SSTA-R-R-100
PUB DATE- Jan 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; Correlation; Elementary Secondary Education; Foreign Countr *Leadership Styles; *Principals; Questionnaires; Rural Scho Statistical Surveys; *Stress Management; Stress Variables
IDENTIFIERS- Saskatchewan

The purpose of this study was to determine the nature of th relationship between leadership style and administrative stre the rural principalship. Administrative stress was examined i terms of boundary-spanning, role-based, conflict-mediating, a task-based stressors, using measures of both frequency and intensity. The potential role of methods of coping with stres employed by principals, as a moderator variable, was recogniz analyzed for its influence on the above relationship. The questionnaire format, administered to male principals of K-12 1-12 schools in rural Saskatchewan, consisted of 11 demograph questions, the Least Preferred Coworker Instrument (LPC), the Administrative Stress Index (ASI) (frequency), the ASI (inten and a Coping Mechanisms section that asked respondents to ran three methods they used most frequently for coping with stres Pearson's r correlation matrix was used to compare leadership as measured by the LPC with the total frequency of administra stress and its four sources. T-tests were run on the coping m used by high LPC and low LPC principals. The study found no relationship between leadership style chosen (as measured by LPC) and sources, frequency, or intensity of administrative s experienced (as measured by ASI instruments), nor between mos frequent methods of coping and the other variables. (Author/T

ED 260 216 CE 042 051

Geroy, Gary D.
Validation of the Training Benefit Forecasting Method: Geometric Dimension & Tolerance Training. Training and Development Research Center: Project Number Two.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- May 84
NOTE- 70p.; For related documents, see CE 042 050-057.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Cost Effectiveness; Job Skills; *Job Training; *Labor Force Development; Manufacturing Industry; Models; *Prediction; Skill Development; *Validity
IDENTIFIERS- *Training Benefit Forecasting Method

The validity of the University of Minnesota Skills Training Cost-Benefit Forecasting Model (STCBFM) in a corporate setting was studied. Research and related literature suggested that a model for forecasting the economic benefits of training should include facility to identify and summarize costs and provide an assessment of the value of the resulting performance for a specified time period. The model (STCBFM) required that the increases in performance values, minus the training costs, and the resulting benefits be determined. The specific program addressed in the validation effort was a Geometric Dimension and Tolerance training program conducted at Onan Corporation, a manufacturing firm, in 1983. Participants were 136 employees who attended sessions before or after work hours. Four individuals composing a forecast group were presented with the model and asked to make forecasts regarding the costs and resulting benefits to be derived from the training program using minimal available information, such as shop rates, production down time, and current problem resolution time. All the forecasts proved to be conservative. The analysis of the actual cost-benefit reinforced the predictions made by the forecast group. (A paper describing the model is appended.) (YLB)

ED 260 326 CG 018 419

Kuh, George D.
What Is Extraordinary about Ordinary Student Affairs Organizations
PUB DATE- 23 Apr 85
NOTE- 28p.; Revised version of an invited address to the Annual Conference of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Leadership Qualities; *Leadership Styles; *Organizational Climate; Organizational Theories; *Studen Personnel Services; *Student Personnel Workers

Much of the thinking and writing about typical student affairs organizations has been grounded in core assumptions consistent with scientific and bureaucratic models of organizing. These questionable assumptions describe how things are supposed to work; however, most divisions of student affairs operate under multiple and sometimes competing preferences. Student affairs professionals often work in conditions which are ambiguous, conflictual, and harried. Richer and more descriptive counter assumptions about the organization as it really is suggest that interdependence between people and programs is more often loose than tight; staff are diverse and sometimes in conflict with the division's goals; and rational, systematic decision making is often compromised. In this context, extraordinary aspects of ordinary divisions of student affairs are those processes, characteristics, or behaviors which exceed normal limits, are consistent with the values and purposes of the institution, contribute to a sense of well-being, and energize the work environment. In extraordinary student affairs divisions efforts at innovation are celebrated whether or not they are successful; opportunities for professional growth are available to all, but concentrated on those most likely to benefit; ordinary competence and high quality day-to-day relations with students and faculty are maintained; and ordinary programs can be suspended to enable some staff to do other things. Extraordinary student affairs leaders have a clear sense of what is important to those they lead, create a supportive work environment, have a sense of humor, and resist making "much ado about nothing." (MCF)

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ED 260 371 CS 008 00

Adams, Dennis M.
Critical Reading: Visual Skills.
PUB DATE- Feb 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Colorad
Council of the International Reading Association (18th, Denver
February 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; *Computer Science; *Critical Readin
Elementary Secondary Education; *Futures (of Society); Influen
Reading Skills; *Teaching Methods; *Television Viewing; *Visua
Literacy
IDENTIFIERS- Audience Response; *Critical Viewing

The computer controlled visual media, particularly television, becoming an increasingly powerful instrument for the manipulatio of thought. Powerful visual images increasingly reflect and shap personal and external reality--politics being one such example-- it is crucial that the viewing public understand the nature of these media messages. The social institutions that are charged w broadly educative responsibilities need to encourage both intelligent programing and critical viewing skills, without dismissing the value of literature and reading. As print can ass visual literacy, so too can television help build more powerful literacy campaigns. The computer controlled interaction of print video, and telecommunications has the potential for a powerful synergism that could invigorate the process of learning to read print. Neither the medium, the family, nor the school offers muc in the way of visual literacy instruction. Specific activities t promote visual literacy include (1) moving children progressivel from catalogs, newspapers and magazines, to television, allowing them to locate features that influence purchasing; (2) using hom video recordings to show how metaphoric thinking can be found in the lyrics of some music and how symbols are used to make a statement; and (3) having children explore how common visualizations are created with computer based technology for television news. (HTH)

ED 260 386 CS 008 131

Haas, Christina; Hayes, John R.
Reading on the Computer: A Comparison of Standard and Advanced Computer Display and Hard Copy. CDC Technical Report No. 7.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Cent
REPORT NO.- CDC-TR-7
PUB DATE- Feb 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Comparative Analysis; *Computer Science; *Critical Reading; *Display Systems; Higher Education; Reading Processes; Reading Rate; *Reading Research; *Textbooks
IDENTIFIERS- *Cathode Ray Tubes; *Proofreading

Two experimental studies were conducted to compare two typical reading tasks--critical reading and proofreading--on computer display and on hard copy. Ten college freshmen with less than 10 total hours spent on a computer prior to the experiments were trained on the computer system for approximately three hours in t sessions before beginning the experiments. The computer display used for the experiments had a large, bit-mapped screen, variable fonts, and high resolution, black-on-white display. The first experiment compared subjects' efficiency at reading for meaning i one hard copy and four advanced computer conditions. Results show a significant effect for screen size, with subjects' performance large screen conditions approaching that of hard copy. There was effect for text advancement method, nor was there an interaction between variables. The second experiment compared the same subjects' proofreading efficiency in large and small screen conditions and with hard copy. While the mean times for hard copy proofreading were slightly faster, the differences between the three conditions were not significant. (Author/HOD)

ED 260 418 CS 209 19

FOI Report. A Report by the Freedom of Information Committee.
Associated Press Managing Editors.
PUB DATE- 83
NOTE- 17p.; Report issued at the Annual Convention of the Associ
Press Managing Editors (Louisville, KY, October 31-November 4,
1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Court Litigation; *Freedom of Speech; *Government
Higher Education; Journalism; *Legal Problems; *Newspapers; *N
Reporting; Political Issues; Press Opinion
IDENTIFIERS- Freedom of Information; *Media Role

Prepared by members of the Freedom of Information (FOI) Commit of the Associated Press Managing Editors (AMPE), this collection articles deals with a variety of issues concerning freedom of th press. Following a list of members of the committee, the major articles in the collection are: (1) "Massive Libel Suits Threate Freedom of All Newspapers;" (2) "FOI Trends;" (3) "Detroit News' Pulitzer Winners Credit FOI Law and FOI Center;"(4) "FOI Delays Fail to Deter Determined Reporters;" (5) "Hotlines Help Reporter Escape Legal Hot Water;" (6) "Center Answers Questions to Help Reporters Open Doors;" (7) "Journalists in 31 States Now Have Me Law Handbooks;" and (8) "Director, Press Law Center Help with Students' Special Problems." A list of winners of APME's annual Freedom of Information Contest is included. (EL)

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ED 260 450 CS 209 2

Language Arts Scope and Sequence of Skills, Grades K-12.
Bellingham Public Schools, WA.
PUB DATE- 84
NOTE- 358p.
AVAILABLE FROM- Bellingham School District, P.O. Box 878, Belli
WA 98227 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *Communication Skills; Curriculum
Evaluation; Elementary Secondary Education; *English Curricul
*Language Arts; *Sequential Approach; *Speech Communication;
*Writing Skills

The scope and sequence of oral and written communication skil
this kindergarten through grade 12 language arts curriculum gui
are organized in three ways: (1) as a total overview of all ski
at all levels, (2) as a summary of each skill with grade level
designations for attention, and (3) as checklists for each grac
level to aid instructional planning and evaluation. The guide l
skills for each grade level and provides a letter system to
identify the teacher's instructional responsibilities. The lett
are I, R, A and C and are used as follows: "I"--the skill shoul
formally introduced; "R"--the specific skills have been introdu
previously, but reteaching is necessary for reinforcement; "A"-
majority of students will demonstrate competence in that skill
the end of the year; and "C"--the majority of students have
attained competence and should find no need for additional form
instruction. An extensive appendix provides assistance for teac
the various language arts, a glossary, models for selected less
suggestions for parents, and a bibliography for elementary, mic
school, and high school levels. (HOD)

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ED 260 526 EC 180

Lorimer, David
The Use of Computers and Video Games in Brain Damage Therapy
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adventitious Impairments; *Computer Assisted Instruction; *Computer Software; *Neurological Impairments *Rehabilitation; Therapy

The use of computer assisted therapy (CAT) in the rehabili individuals with brain damage is examined. Hardware consider are explored, and the variety of software programs available brain injury rehabilitation is discussed. Structured testing treatment programs in time measurement, memory, and directio finding are described, as well as such unstructured programs games, puzzles, and educational routines. The use of video g heighten interest and motivation is noted. Two case studies offered which compare conventional therapy and CAT for head victims. The paper concludes with a brief discussion of prob rehabilitation of persons with head injuries, including resi of insurance companies to pay for computer equipment. (CL)

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ED 260 542 EC 18

Llewellyn, Evelyn; And Others
Serving the Learning Disabled Child in Oklahoma.
Oklahoma State Dept. of Education, Oklahoma City. Div. of S
Education.
PUB DATE- 83
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Refe
Materials - Directories/Catalogs (132)
DESCRIPTORS- Curriculum; Discipline; Elementary Secondary E
Grading; *Handicap Identification; Individualized Educati
Programs; *Learning Disabilities; *Program Development; *
*State Standards; Student Evaluation; Student Placement;
Role; Teaching Methods
IDENTIFIERS- *Oklahoma

The guidelines are designed to help Oklahoma school admin
counselors, teachers, and parents better understand learnin
disabilities. Following an excerpt from the Federal Registe
regarding evaluation of learning disabled (LD) students, th
following three topics are addressed: (1) the referral proc
(pre-refereal and formal referral); (2) identification proc
(evaluation team members, exclusionary factors in evaluatio
classroom observation, written reports, and eligibility tea
summaries); and (3) program development, which includes the
Individualized Education Program (IEP) team, IEP developmen
placement options, facilities, teaching strategies, schedul
curriculum models, grading, materials, elementary and secon
curriculum models, discipline, and exit criteria. (CL)

ED 260 572 EC 18

Fung, Hellen Chinn; Gad, Marsha T.
Disciplinary Techniques Reported by Parents of Gifted Child
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Conference of the Wester
Psychological Association (San Jose, CA, April 18-21, 198
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at
Reports - Research/Technical (143)
DESCRIPTORS- Children; *Discipline; Elementary Education; *
*Mother Attitudes; Parenting Skills

Differences were explored in the way 55 mothers discipline
gifted children and 27 nongifted children (4-7 years old).
sets of the mothers and gifted Ss participated in structure
interviews, and a measure of child problem behaviors was al
obtained. While results did not substantiate the hypothesis
mothers of gifted children would report the use of more rea
as a disciplinary technique than mothers of nongifted child
reasoning was the main technique reported by both groups. B
groups also identified a combination of power assertion tec
and reasoning. Predictions of gifted Ss regarding what thei
mothers would do in certain situations were incongruent wit
mothers' reports, however. (Author/CL)

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ED 260 587 FL 01

Johnson, Carol

American Government. A High School Bilingual Supplement for
Students.

Rochester Public Schools, Minn.

SPONS. AGENCY- Office of Bilingual Education and Minority L
Affairs (ED), Washington, DC.

PUB DATE- Jun 85

NOTE- 270p.

AVAILABLE FROM- Rochester Public Schools, Independent Schoo
535, Edison Building, Rochester, MN 55902.

LANGUAGE- Lao; English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - C
Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Citizenship Education; *Civics; *Constitution
High Schools; Immigrants; Instructional Materials; Lao; L
Limited English Speaking; Local Government; Refugees; Sec
School Curriculum; State Government; Supplementary Readin
Materials; *United States Government (Course)

A course handbook for limited English-speaking, native
Laotian-speaking immigrant high school students in a course
United States government is intended to simplify concepts,
learning confidence, and supplement classroom texts. It con
lessons on the beginnings of the United States government,
revolution and independence, the development and content of
Constitution, the legislative process, State government
(legislature, election of officers, State services, State f
and upper and lower court systems), citizens' rights, local
city government, and four units on the process of obtaining
American citizenship. The lessons consist of a vocabulary p
the content; a Laotian translation; and exercises that revi
content, use the vocabulary, and draw conclusions from the
Charts, graphs, and other illustrations are included; revie
lessons are interspersed with the content lessons. A glossa
giving both English and Laotian definitions for English wor
short bibliography are appended. (MSE)

ED 260 497 EA 017

Guide to Professional Resources for School Heads.
National Association of Independent Schools, Boston, Mass.
PUB DATE- 84
NOTE- 27p.
AVAILABLE FROM- Publication Sales, National Association of
Independent Schools, 18 Tremont Street, Boston, MA 02108.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Referenc
Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Administration; Elementary Secondary
Education; *Information Sources; Leaders Guides; Leadership
*Organizations (Groups); Private Education; *Private School
*Professional Services; *School Supervision
IDENTIFIERS- National Association of Independent Schools

The National Association of Independent Schools (NAIS) Scho
Advisory Committee has compiled this guide as a selected, ann
listing of professional organizations, leadership programs, a
publications that have been found valuable by school heads in
thinking about and carrying out their leadership roles. Each
in the first two sections (professional organizations and
leadership programs) includes the name, address, and phone nu
of the organization or program, a brief description thereof,
the name of a contact person. The third section is an annotat
bibliography of publications. The committee intends to revise
guide annually. (TE)

ED 260 588 FL 015 168

Johnson, Carol
American Government. A High School Bilingual Supplement for Vietnamese Students.
Rochester Public Schools, Minn.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 253p.
AVAILABLE FROM- Rochester Public Schools, Independent School District 535, Edison Building, Rochester, MN 55902.
LANGUAGE- Vietnamese; English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizenship Education; *Civics; *Constitutional Law; High Schools; Immigrants; Instructional Materials; Limited English Speaking; Local Government; Refugees; Secondary School Curriculum; State Government; Supplementary Reading Materials; *United States Government (Course); Vietnamese; Vietnamese People

A course handbook for limited English-speaking, native Vietnamese-speaking immigrant high school students in a course on United States government is intended to simplify concepts, build learning confidence, and supplement classroom texts. It contains lessons on the beginnings of United States government, revolution and independence, the development and content of the Constitution, the legislative process, State government (legislature, election of officers, State services, State finance, and upper and lower court systems), citizens' rights, local and city government, and four units on the process of obtaining American citizenship. The lessons consist of a [illegible] preview; the content; a Vietnamese translation; exercises that review the content, use the vocabulary, and draw conclusions from the content. Charts, graphs, and other illustrations are included; review lessons are interspersed with the content lessons. A glossary giving both English and Vietnamese definitions for English words and a short bibliography are appended. (MSE)

ED 260 603 HE 018 551

Davey, Kathleen B.; Sell, G. Roger

Instructional Evaluation for Development/Improvement: Fact or Fiction Based on a Case Study of Faculty Practices?

PUB DATE- Apr 85
NOTE- 89p.; Paper presented at the Annual Meeting of the American Educational Research Association, Division J, (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *College Faculty; *Curriculum Development; *Faculty Development; Faculty Evaluation; *Feedback; Higher Education; Information Utilization; Instructional Development; *Instructional Improvement; Questionnaires; State Universities; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- *Ohio State University

A study based on a randomly-selected sample of 41 Ohio State University faculty was conducted to examine faculty member's receipt and use of feedback about instruction-related activities. The faculty was also asked to identify issues relevant to evaluation practices and improvement of instruction. Faculty reported relatively little effort directed toward instructional improvement or faculty development. Faculty generally had little contact with colleagues regarding their teaching, courses, or their evaluation. Course structure, examinations, and teaching methods, in general, received little purposeful review other than faculty-initiated student ratings of teaching. Information is provided on faculty use of various feedback mechanisms, including promotion/tenure reviews, student evaluations of instruction, analysis of student performance on tests, and in-class observation by peers. In addition to a detailed examination of the findings and samples of faculty comments, implications of current practices on instructional quality within doctoral-granting institutions are discussed. Suggestions for action to improve current instructional evaluation practices are also offered. Appended are a one-page faculty background questionnaire and definitions of codes used to classify faculty interview data. (SW)

ED 260 617 HE 018 569

Fraudulent Medical Degrees. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

PUB DATE- 7 Dec 84
NOTE- 297p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accrediting Agencies; Certification; *Cheating; *Credentials; *Degrees (Academic); Federal Legislation; Federal Regulation; Foreign Countries; *Foreign Medical Graduates; Government Role; Hearings; Higher Education; *Medical Education; Medical Services; *Physicians; Quality Control; State Licensing Boards; Testing Programs
IDENTIFIERS- *Fraud; Licensing Examinations

The purchase of fraudulent medical degrees and credentials and the provision of medical care by unqualified people posing as doctors are the subject of these hearings before the U.S. House of Representatives. Investigations revealed the following findings: U.S. citizens who graduated from foreign medical school have received medical licenses without displaying the same levels of medical knowledge and clinical competence as graduates of U.S. medical schools; most federal and state agencies have relatively lax systems for checking the credentials of foreign medical school graduates; cases of cheating in state licensing exams have been discovered in 11 states; more than 10,000 so-called doctors now in hospitals and private practice have obtained fraudulent foreign medical degrees. Although it is estimated that U.S. medical schools will produce over 16,000 too many doctors by 1990, the federal government is spending more than $40 million in loans to students attending foreign medical schools. Testimony and reports of various organizations and federal agencies are included, along with information on the provisions of the Model Medical Practice Act, which is proposed to remedy the problem of fraudulent medical degrees. Samples of fraudulent degrees and credentials are included. (SW)

ED 260 630 HE 018 619

Rosenbaum, Allan
Public Service Internships and Education in Public Affairs: Administrative Issues and Problems.
National Society for Internships and Experiential Education, Raleigh NC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 76
NOTE- 52p.; Institution formerly named National Center for Public Service Internship Programs. For related documents, see HE 018 617-635. Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; College Credits; *College Programs; College Students; Departments; Eligibility; *Experiential Learning Financial Needs; Higher Education; *Internship Programs; Models; *Political Science; *Program Administration; *Public Affairs Education; Public Agencies; Student Evaluation
IDENTIFIERS- City University of New York; *Public Service; Universit of Connecticut Storrs; University of Massachusetts Amherst; University of Massachusetts Boston; University of Wisconsin LaCrosse; University of Wisconsin Madison

College internship programs in a political science curriculum are discussed. After considering the perspectives of the university, students, faculty, and the government agency that serves as the learning site, a description is given of college internship programs that illustrate a variety of approaches at the following institutions: University of Massachusetts, Amherst; University of Massachusetts, Boston; University of Connecticut, Storrs; City University of New York; University of Wisconsin, LaCrosse; and University of Wisconsin, Madison. Problems and issues in internship program management are also considered, with attention given to the nature of the internship experience, eligibility for intern participation, time length and amount of academic credit, when to be an intern and the type of placement, compensation and student financial needs; supervision of the internship experience, classroom activity and academic evaluation, and faculty time involvement and departmental recognition for internship activity. Included are recommendations concerning the role of internships in the political science curriculum and the structure of a model internship program. (SW)

ED 260 644 HE 018 633

Erdynast, Albert
Field Experience Education and Stage Theories of Development. NSIEE Occasional Papers.
National Society for Internships and Experiential Education, Raleig NC.
PUB DATE- Jan 81
NOTE- 49p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; Aesthetic Values; *College Student *Developmental Psychology; *Developmental Stages; Educational Objectives; *Experiential Learning; Field Experience Programs; Higher Education; *Individual Development; Intellectual Development; Moral Development; Social Development; Student Development

Connections between structural-developmental psychology and field experience education are addressed. In addition to summarizing principles of structural-developmental psychology and relevant research findings, a comprehensive view of individual development is related to the philosophical aims of higher education, and developmental and dualistic models of education are contrasted. To consider the implications of stage theories for practices in experiential education, attention is directed to: involvement in constructivistic thinking and action, optimal matching, opportunities for role-taking, reconstruction of experience and reflective thinking, and constructive evaluation and feedback. The structural-developmental framework views the student as progressing through sequential stages in the distinct but related domains of intellectual, moral, social, and aesthetic development. Field experience participants learn how to appropriately match the various levels of intellectual functioning with real situations and problems. The developmental perspective is helpful in creating programs/situations that help students learn and grow. Appendices identify levels/stages of: intellectual development, moral thought, adult social development in the domains of education and work, and adult aesthetic development. (SW)

ED 260 658 HE 018 652

Parker, Franklin
Higher Education in the People's Republic of China: Annotated Bibliography.
PUB DATE- 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; *Admission Criteria; Annotated Bibliographies; College Admission; College Entrance Examinations; College Students; *Communism; Educational Policy; *Foreign Countries; *Higher Education; Liberal Arts; *Public Policy; Research; Sciences; Technology
IDENTIFIERS- *China; *Cultural Revolution (China)

An annotated bibliography of publications on every aspect of high education in China, before and since the creation of the People's Republic of China, is presented. The 125 publications include journal articles, articles from major newspapers, and books produced in China, Japan, the United States, and Europe, including the U.S.S.R. Most of the materials were published since the 1950s, but some since 1900 are included. Comprehensive world coverage of sources was attempted, although the bibliographic information and annotations are in English. Topics include: higher education policy and the effect of the cultural revolution, China's 1959 and 1978 college entrance examinations, American institutions of higher education in China, science and technology, university admissions policies, collective learning in Communist China's universities, educational theory, liberal arts, labor universities, U.S.-China relations, the influence of the cultural revolution on the teaching of English, higher education and research, mass and elite education in China, and higher education in Mainland China. (SW)

ED 260 672 HE 018 668

Hauptman, Arthur
Federal Costs for Student Loans: Is There a Role for Institution-Based Lending?
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Jun 85
NOTE- 22p.; For related documents, see HE 018 666-669.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193 ($8.00 nonmembers; $5.00 members).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Capital; Change Strategies; College Role; *College Students; Comparative Analysis; Credit (Finance); *Federal Aid; Federal Government; *Financial Policy; Higher Education; Interest (Finance); *Program Costs; Public Policy; *Student Loan Programs
IDENTIFIERS- College Costs; *Guaranteed Student Loan Program; *National Direct Student Loan Program

Federal costs of the National Direct Student Loan (NDSL) program and the Guaranteed Student Loan (GSL) program are compared, and alternatives to the current system of student financial assistance are discussed. It is estimated that over the life of the loan, the long-term federal costs of GSL and NDSL per dollar loaned are approximately the same under current policies. Both NDSL and GSL cost the federal government slightly less than 50 cents for every dollar loaned over the life of the loan assuming moderate future market interest rates. Four possible modifications to NDSL are addressed: raising the interest rate for borrowers, reducing the federal share of capital, requiring the use of private sector loan servicing agencies to reduce the incidence of default, and eliminating the existing loan cancellation provisions for certain kinds of teaching and military service. It is projected that these modifications would reduce federal costs for NDSL over the life of the loan by 17 cents per dollar loaned, or roughly 35 percent of the long-term federal costs at moderate levels of market interest rates. It is advocated that the sources of capital for students loans should be diversified to reduce the possible consequences of large-scale withdrawal from the GSL program. (SW)

ED 260 685 IR 011 757

Seal, Deborah; Casler, George

An Agenda for Technology Inservice: Stitching the Pieces Together.

PUB DATE- 15 May 84
NOTE- 8p.; Paper presented at the Conference on the Electronic Classroom (Albany, NY, May 15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computers; *Educational Technology; Information Science; *Inservice Teacher Education; Preservice Teacher Education; *Professional Development; *State Agencies; State Aid; *Teacher Improvement; Teaching Methods
IDENTIFIERS- *New York

The New York State Education Department's Center for Learning Technologies was developed in February of 1982 with a mission to provide assistance to educational and cultural institutions to ensure effective implementation of the new technologies. This paper describes the concept of inservice training using technology at the national and state level, and includes a description of the Center for Learning Technologies' Training Program. The subject is divided into three categories--national issues, state issues, and staff development, and data on the growth of technology in education, particularly computers is provided first. Several important propositions are then highlighted: (1) technology is expanding rapidly into a variety of learning settings, including schools, colleges, libraries, and homes; (2) when technologies are integrated into the curriculum by highly skilled professionals, enhanced learning can take place; and (3) a tremendous need exists to address the problem of both preservice and inservice teacher education if technology implementation is to be a successful and long term innovation. Developments on the national and state level are presented that detail actions taken to improve both technological facilities and inservice (professional development) training. The paper concludes with information on funding for 14 to 20 centers throughout the state which will provide professional support services to teachers in the use of new learning technologies. (JB)

ED 260 699 IR 011 776

Rodenstein, Judith
Instructional Strategies for Using Microcomputers in Vocational Education.
Wisconsin Univ., Madison. Vocational Studies Center.

PUB DATE- 85
NOTE- 363p.
AVAILABLE FROM- Vocational Studies Center, 1025 W. Johnson St., Roo
964, Madison, WI 53706 ($30.00 plus 10% for shipping and handling
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques
(For Practitioners) - Classroom Use - Teaching Guides (For Teache
(052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Curriculum Development; *Curriculum Enrichment; Instructional Design; Instructional Development; *Microcomputers; Teaching Methods; *Vocational Education

This publication contains 4 reports and 15 profiles which illustrate the role of computers in education with emphasis on vocational education. The reports are: (1) "Microcomputers in the Classroom--Dreams and Realities" (Henry Jay Becker); (2) "Microcomputers in the Classroom: Are There Unique Issues for Vocational Educators to Consider?" (Judith M. Rodenstein); (3) "Microcomputer Instruction in Agriculture and Agribusiness" (D. W. Scheid); and (4) "Vocational 'CAD' Education at the Indian Valley Vocational Center" (Mark Schwendau). The profiles, which describe an institution's efforts to integrate the microcomputer into a particular curriculum are: (1) "Coordinating the Use of Microcomputers District-Wide"; (2) "Integrating Microcomputers into the Secondary School Curriculum"; (3) "A Computer Literacy Course at a Liberal Arts College"; (4) "Integrating the Microcomputer into a Business Education Curriculum"; (5) "Simulation of a Model Office"; (6) "Integrating Information Processing into a Business Curriculum"; (7) "Using the Microcomputer in a Basic Skills Program"; (8) "The Microcomputer in Agricultural Education"; (9) "Integrating Computer Assisted Design (CAD) into the Drafting Curriculum"; (10) "A Statewide Demonstration Site for Teaching CAD"; (11) "Generating Tests with a Microcomputer"; (12) "Enhancing a Printing Technology Curriculum with the Microcomputer"; (13) "Using the Microcomputer to Manage in a Secondary Level T&I Program"; (14) "Computer Managed Instruction in a Major Appliance Servicing Program"; and (15) "Using a Microcomputer to Control a Mill." Each profile contains the name, address, and telephone number of the contributing institution, the title of the instructional program used, and the name of the contact person at the institution. (JB)

ED 260 712 IR 051 209

Annual Report of the Librarian of Congress, 1984. For the Fiscal Ye
Ending September 30, 1984.

Library of Congress, Washington, D.C.

PUB DATE- 85

NOTE- 238p.; For the 1983 report, see ED 254 246.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printi
Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Books (010)

DESCRIPTORS- Annual Reports; Cataloging; Copyrights; *Federal Programs; Information Science; Law Libraries; Library Administration; *Library Services; Library Statistics; *National Libraries; *Program Descriptions; *Research Libraries

IDENTIFIERS- Congressional Research Service; Copyright Office; *Library of Congress

Fiscal year activities are summarized for seven organizational areas of the Library of Congress: (1) Administration: Offices of the Librarian and Associate Librarian for Management; (2) National Programs: American Folklife Center, Children's Literature Center, Educational Liaison Office, Exhibits Office, Federal Library Committee, Information Office, National Library Service for the Blind and Physically Handicapped, and Publishing Office; (3) Congressional Research Service: member and committee relations; labor-management relations; interagency activities; inquiry status and information systems; automated information services; assignment, reference, and special services; and research services; (4) Processing Services: acquisitions and overseas operations, cataloging, bibliographic products and services, networking, and staff activities; (5) Research Services: administration, acquisitions, management of collections, preservation, services to readers, public programs, publications, staff activities, and basic workload; (6) Law Library: services to Congress, services to government and other noncongressional users, legal indexes and publications, collection development, and personnel; (7) Copyright Office: outreach activities; consultative management; reporting to the U.S. Congress; monitoring intellectual property protection abroad; Semiconductor Chip Protection Act of 1984; workload and production; regulations; and legislative, judicial, and international developments. Also included are an organizational chart; lists of committees, consultants, officers, trust fund board, and library committee members; and information on gifts and bequests. Statistics are presented in 9 of the 15 appendices. (THC)

ED 260 726 IR 051 227

r *Schwarz, Stephan; Winkel, Annette*
Support for a National Research Information Service in Tanzania.
Stockholm Papers in Library and Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
REPORT NO.- TRITA-LIB-1126
g PUB DATE- Jun 84
NOTE- 18p.; Report from a visit to Dar es Salaam, April 16-19, 198
For related documents, see IR 051 225-227.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Developing Nations; Higher Education; *Information Dissemination; Information Services; *Information Systems; National Programs; Planning; Public Libraries; *Research and Development; Research Libraries; *Scientific and Technical Information
IDENTIFIERS- *Tanzania

This report briefly reviews the current situation in Tanzania wi respect to scientific and technical (S&T) information provision at the research and development (R&D) level, and formulates proposals to revive a workable situation for the R&D community. A presentation of the objectives of a mission to Dar es Salaam is followed by a discussion of TANRIS (Tanzania National Research Information Service) and its 1977 mandate in scientific and technical provision. A section on "Sources of Information Provision: The User Community" focuses on the University Library o Dar es Salaam, its faculties of engineering and science, information needs at the undergraduate level, and the public library sector. Finally, a series of proposals for strengthening scientific and technical information provision in Tanzania are outlined, including: a textbook provision program should be set up continuity of approximately 500 journals in S&T in the University Library of Dar es Salaam should be secured; continuity of the most important abstract and index journals should be secured; and a current awareness service should be established as a bilateral project with Scandinavian libraries of technology, and the service should be offered to all on-going R&D projects in S&T. Nine references are included. (THC)

ED 260 740 JC 850 27

Putting It All Together: A Minority Transition Program.
Sacramento City Coll., Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Articulation (Education); College School Cooperatio
*College Transfer Students; Community Colleges; Educational
Counseling; Intercollegiate Cooperation; *Minority Groups; Stuc
Personnel Services; *Transfer Programs; Two Year Colleges; Two
College Students
IDENTIFIERS- Urban Transfer Opportunities Program

Sacramento City College (SCC) created a transfer opportunity program to implement joint activities with four-year colleges anc high schools, establish an academic skills program for potential minority transfers, improve telecommunications with local four-ye institutions, expand its existing junior high school program. anc continue its formalized articulation project with the Sacramento City Unified School District (SCUSD). The objectives of the progr were to: (1) identify 100 "non-traditional" students with transfe potential; (2) assess the students' academic ability; (3) develop individual plans to define, implement, and refine the students' educational goals; (4) provide in-depth counseling, support, and information to facilitate the transfer process; and (5) evaluate the transfer success of these students as compared to a matched group that did not participate in the program. This project repor describes the activities undertaken by SCC to achieve the project goals; looks at ways the project differed from the original proposal; and highlights additional activities, such as SCC's junior high school program through which students visit the campu Appendices provide an evaluation instrument used to solicit reactions from program participants, evaluation findings, and a year-end report from the SCUSD/SCC Articulation Council. (EJV)

ED 260 754 JC 850 46

Baratta, Frank S.; Apodaca, Ed C.
A Profile of California Community College Transfer Students at t
University of California.
California Univ., Berkeley. Office of the President.
PUB DATE- Sep 84
NOTE- 11p.; Prepared by Admissions and Outreach Services of the
Office of the President.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitat
Data (110)
DESCRIPTORS- *Academic Achievement; Age; *College Transfer Stude
Community Colleges; *Enrollment Trends; Ethnicity; Females; Gr
Point Average; Higher Education; Majors (Students); Males; Sta
Surveys; *State Universities; *Student Characteristics; *Two Y
College Students
IDENTIFIERS- *California

Because of the declining number of transfer students from California's community colleges to its four-year institutions, t University of California (UC) initiated a study to gather curren information on community college transfer students at UC. The st focused on trends in community college transfers between 1965 an 1983; origins of transfers; characteristics and academic preparation of transfer students; and the academic performance o transfer students during their first year after transfer. The st found: (1) there was a 42% decline in the number of transfers fr 1973 to 1981, a trend which began to reverse itself in 1982; (2) the 29,651 new undergraduates at UC in fall 1983, 26.9% entered advanced standing students and 66.6% of these were from communit colleges; (3) 18% of the community college campuses in the state sent 52.6% of the transfer students to UC, with the other 82% sending less than 100 students each to UC; (4) entering grade-po averages (GPA's) of minorities ranged from 2.95 (Blacks) to 3.21 (Pilipinos); (5) approximately 80% of the transfer students were under 25 years of age, 52% were males, and 73% were White; and (fall 1982 community college transfer students achieved a first-y GPA of 2.73. (EJV)

ED 260 768 JC 850 48

Green, Elizabeth G.; Yates, Laura H.
Utilization of Skills in the Care of the Patient with Common, Well-Defined Health Deviations I (NS 217): Competency-Based C Syllabus.
Chattanooga State Technical Community Coll., TN. Nursing Div.
PUB DATE- 85
NOTE- 100p.; For other course syllabi in Chattanooga State Techn Community College's Associate Degree Nursing Curriculum, see 476-484.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classr Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Course Descriptions; *Course Objectives; *Diseases; Heart Disorders; *Nursing; *Nursing Education; *Patients; Two Year Colleges

"Utilization of Skills in the Care of the Patient with Common, Well-Defined Health Deviations I" (NS 217) is an associate degre nursing course offered at Chattanooga State Technical Community College to help students develop new competencies necessary for care of patients with deviations of the cardiovascular, endocri integumentary, and gastrointestinal subsystems; and to introduc basic concepts and principles related to acid-base balance. The course syllabus for NS 217 begins with information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk of the syllabus presen competencies, information sheets, assignments, and questions ke to the textbook for each of the six course units. The units foc on: (1) acid-base balance; (2) burns; (3) the gastrointestinal subsystem; (4) the liver and associated structures; (5) the endocrine subsystem; and (6) the cardiovascular subsystem. In addition, a patient assessment guide and a clinical behaviors evaluation form are attached. (EJV)

ED 260 783 JC 850 50

Kassebaum, Peter
Kinship and Social Groups: A Modular Approach. Cultural Anthropol
College of Marin, Kentfield, Calif.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; Community Colleges; *Family (Sociolog
Unit); Family Structure; Group Membership; *Group Structure;
Kinship; *Kinship Terminology; Learning Activities; Learning
Modules; *Social Structure; *Sociocultural Patterns; Two Year
Colleges
IDENTIFIERS- *Cultural Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module introduces commonly employed terms used in the study of kinship and social groups. Conceptual categories used to describe the social structures of society are defined first, including culture, material culture, nonmaterial culture, society, primary groups, secondary groups, aggregation, and social categories. Kinship analysis is described next, with focus on the following concepts: (1) the nuclear and extended family; (2) marriage, including monogamy, polygamy, polygyny, polyandry, sorral polygyny, and fraternal polyandry; (3) residence, including exogamy, endogamy, matrilocal, patrilocal, and neolocal patterns; (4) bride price, dowry, and suitor service; (5) descent, including kindred, and bilateral, unilineal, patrilineal, and matrilineal descent; (6) clans, phratries and moieties; and (7) leadership, including matriarchal, patriarchal, egalitarian, matricentric, patricentric and egalicentric models. Finally, kinship diagramming is covered. Performance activities covering the module's content are appendec (LAL)

ED 260 798 PS 015 26

Child Care Needs of Mothers in Arkansas' Labor Force: A Statisti
Study.

Arkansas Advocates for Children and Families, Little Rock.

PUB DATE- 28 Nov 84

NOTE- 50p.; Funding provided through a grant by Arkansas Social Services.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Wom
*Employer Supported Day Care; *Labor Force; Mothers; *Personne
Needs; State Surveys

IDENTIFIERS- *Arkansas; Census 1980; County Surveys

The major purpose of this paper is to increase employers' aware
of the impact that the rising number of working mothers has had
the need for day care in Arkansas as a whole and in their specif
business locales. It is hoped that employers will be motivated t
investigate and evaluate the advantages of providing some form o
day care assistance as a fringe benefit. The paper estimates the
number of children under age 6 who require some form of day care
because their mothers work. It also estimates the number of scho
children ages 6 through 12 who require supervision after school,
during school holidays, and during summer vacations because thei
mothers work. To serve the needs of different readers, the
estimates are both for the state and for each of the 75 counties
In addition, estimates of the number of preschoolers whose mothe
are in the labor force are made for a 30-mile radius around 16
labor centers. Statewide estimates are presented by race, by num
of parents with whom the children live, and by urban or rural
residence as defined by the 1980 Census. Appendix A lists the
advantages and disadvantages of various options available to
employers to assist their employees. (RH)

ED 260 813 PS 015 28

Haggstrom, Gus W.; And Others
Changes in the Lifestyles of New Parents.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Child Health and Human Developm
(NIH), Bethesda, Md.
REPORT NO.- ISBN-0-8330-0619-3; Rand-R-3182-NICHD
PUB DATE- Dec 84
NOTE- 205p.
CONTRACT- NICHD-N01-HD-12819
AVAILABLE FROM- Rand Corporation, 1700 Main Street, P.O. Box 213
Santa Monica, CA 90406-2138 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitat
Data (110)
DESCRIPTORS- *Academic Achievement; Career Development; Citizen
Participation; Comparative Analysis; *Employed Parents; Enroll
Expectation; Family Income; *Family Life; Fathers; *Life Style
Locus of Control; Longitudinal Studies; Marital Instability;
Mothers; National Surveys; Occupational Information; One Paren
Family; Parent Attitudes; *Parents; Self Esteem; Tables (Data)
Well Being; Work Attitudes; *Young Adults
IDENTIFIERS- *Parenthood

This study examines how becoming a parent affects the lives of young men and women during the 7-year period following their graduation from high school. The study is based on data from the National Longitudinal Survey of the High School Class of 1972 (NLS), a large panel study of over 22,000 high school seniors wh were the subjects of four follow-up surveys in 1973, 1974, 1976, and 1979. The research focuses on two subpopulations of the NLS: the over 8,000 participants who became parents by late 1979, and the approximately 5,000 who married but were childless at that time. Primary interests of the investigation were the educationa and employment activities of the young adults. Also explored wer the effects of parenthood on participation in political affairs community groups, marital stability, financial well-being, and several attitudinal measures, including educational and career expectations. The principal finding was that young couples who became parents in the 1970s, like those in previous decades, modified their lifestyles in accordance with traditional family roles--the women serving as homemakers and mothers and the men a breadwinners. On the whole, they have met the demands and responsibilities of parenthood without changing their views of wh they are or what they wish to accomplish. (RH)

ED 260 826 PS 015 29

Gray, Rosemarie
Criteria to Determine Entry into School: A Review of the Researc
Illinois State Board of Education, Springfield, Dept. of Plannir
Research and Evaluation.
PUB DATE- Feb 85
NOTE- 18p.; For other papers in this series, see PS 015 295-305.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Age Differences; Age Grade Placement; Birth Order; Early Admission; Early Experience; Enrollment Influences; Individual Differences; *Kindergarten; *Maturity (Individuals); Primary Education; *School Entrance A *School Readiness; Sex Differences; Social Adjustment
IDENTIFIERS- *Illinois

This review of research, part of the Illinois State Board of Education's Early Childhood Education Policy Study, focuses on issues related to potential state funding for full-day kindergar and changes in the age at which children enter kindergarten. Specifically addressed are the following issues: (1) a review of the legislative background on initial school entry, (2) research age as a factor related to successful school entry, (3) the effe of raising the school entry age, and (4) the application of dela school entry age to Illinois children. Since chronological age i the most administratively convenient criterion used to determine eligibility for school entry, the first section on legislative background provides a table showing the variability of cut-off dates for kindergarten entry for forty states. The second sectio dealing with research on age as a criterion for initial school entry argues for an acknowledgement that a child's developmental age may be different from his/her chronological age. Included in this section are discussions on delaying the child's entrance in school and on enrolling the child in school at a particular age. extensive review of the research on entry age focuses on factors related to the prediction of initial academic success of childre entering kindergarten or first grade. These factors include chronological age, sex differences, socioeconomic status, intelligence, preschool experiences, social adjustment, and birt order of children. The third section debates the issues of wheth raising the age for initial school entry helps to eliminate scho failure by giving younger children a chance to mature. The final section identifies resultant problems stemming from delayed scho age entry for Illinois children. The paper concludes that resear literature does not support the raising of school entry age. (DS

ED 260 839 PS 015

Lasswell, Thomas; And Others
Social Change and Family Policies, Discussant Papers, Part 3. International CFR Seminar (20th, Melbourne, Australia, Augus 19-24, 1984).
Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-87081-0
PUB DATE- Aug 84
NOTE- 143p.; For related documents, see PS 015 308-311.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Str Melbourne, Victoria, 3000, Australia (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Persona Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Aging (Individuals); *Demography; Family (Sociolo Unit); *Family Life; *Family Structure; Financial Policy; *Financial Support; Global Approach; Legislation; *Program Administration; Public Policy; Seminars; Social Services; We Services; Youth
IDENTIFIERS- *Australia; Family Law; *Family Policy; Intergenerational Factors; Social Policy

These discussant papers from an International Committee on F Research (CFR) seminar explore eight topics, seven of which ar presented in Part 3. Topics addressed include (1) the worth of supporting the family and pressures, conflicts, and expectatio family life; (2) major demographic trends affecting family pol (3) families with children and social policy approaches to fam support and education; (4) youth policies and the family/work/education relationship; (5) work, economic policie and welfare consequences and responsiblities; (6) intergenerat exchange, aging trends, and the public/private support dimensi and (7) legal regulation of the family and the effect of chang family law. (RH)

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RC 015 3

Rendon, Laura I.
Preparing Mexican Americans for Mathematics- and Science-Based
Fields: A Guide for Developing School and College Interventic
Models.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cr
N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC
PUB DATE- 85
NOTE- 109p.
CONTRACT- 400830023
AVAILABLE FROM- ERIC/CRESS, Box 3AP, New Mexico State Universit
Cruces, NM 88003 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERI
Information Analysis Products (071) Other/Miscellaneous (Not
Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Aptitude; *College School Cooperation;
Information Sources; Institutional Characteristics; Intervent
*Mathematics Education; *Mexican American Education; Mexican
Americans; Models; Parent Participation; Postsecondary Educat
Program Descriptions; *Program Design; *Science Education;
Secondary Education; Student Characteristics
IDENTIFIERS- *Early Intervention Programs

Recognizing the underrepresentation and poor academic perform
of Mexican American students in mathematics- and science-based
fields, the guide (1) reviews student- and institution-related
factors contributing to mathematics and science declines, (2),
describes selective secondary and college mathematics and scien
model programs, (3) identifies and describes organizational
components of mathematics and science models, and (4) identifie
key elements which contribute to successful models. Poverty, po
high school achievement, lack of encouragement, and poor math a
science facilities and materials are identified as barriers to
Mexican American participation. The models described are availa
for replication and target precollege students (11 models),
community college students (1 model), and four-year college
students (2 models). Key elements and organizational components
successful mathematics and science program models discussed inc
school/college mission, math/science departmental policies and
objectives, organizational design, program staffing, type and l
of students targeted, curriculum focus, program funding, progra
evaluation, and student outcomes. The guide includes how-to-do-
suggestions for planning, organizing, and staffing mathematics
models. Practical recommendations suggest ways teachers,
counselors, administrators, and parents can facilitate the
implementation of mathematics and science models and encourage
Mexican American students to develop interest in these fields.

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ED 260 867 RC 015 4

Zokan delos Reyes, Louise
Adoption and the American Indian Child: A Manual for Social Ser
Workers.
National American Indian Court Judges Association.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Aug 85
NOTE- 16p.
AVAILABLE FROM- National Indian Law Library, 1506 Broadway, Bou
CO 80302 (Copies can be ordered, for mailing costs).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Adopted Children; *Adoption; *American Indians; Ch
Advocacy; Children; Childrens Rights; Child Welfare; *Complia
(Legal); Court Litigation; Cultural Influences; Federal India
Relationship; Federal Regulation; Guidelines; *Legal
Responsibility; Parent Rights; *Social Services; *State Court
Tribes; Trust Responsibility (Government)
IDENTIFIERS- Bureau of Indian Affairs; *Indian Child Welfare Ac

Written for social service workers involved with Indian chil
welfare cases in which adoption through a state court is being
considered, this manual presents basic information about the
requirements of the Indian Child Welfare Act of 1978 (ICWA) in
cases of Indian adoption. Background material explains that the
ICWA--intended to establish standards to help keep Indian famil
intact and prevent unnecessary out-of-home placement--is,
apparently, misinterpreted by many social service agencies as
prohibiting the adoption of any Indian child. A summary is prov
of the way adoption is perceived in Indian communities and the
circumstances in which adoption of an Indian child is appropria
Specific information is provided about ICWA requirements for
voluntary and involuntary termination of parental rights, prefe
adoptive homes, diligent search for a suitable adoptive home, a
obligations of the state upon finalization of an Indian adoptio
The manual includes a directory of Bureau of Indian Affairs Are
offices and seven organizations that maintain national or regio
registries of prospective Native American adoptive families and
children. (JHZ)

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ED 260 881 RC 015

Willie, Jo Ann, Comp.; And Others
Sources of Financial Aid Available to American Indian Students
New Mexico State Univ., Las Cruces.
PUB DATE- May 85
NOTE- 49p.; For the 1984 booklet, see ED 249 014.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; *American Indian Education; American Indians; Colleges; *Educational Resources; Eligibil Federal Aid; Fellowships; Financial Support; Grants; *Organi (Groups); *Postsecondary Education; Scholarships; State Aid; *Student Financial Aid; Student Loan Programs; *Universities Study Programs
IDENTIFIERS- Bureau of Indian Affairs; United States (Southwes

The booklet describes sources of financial aid (fellowships, grants, loans, scholarships, work study programs) for American Indian college students and provides guidelines for admission the financial aid application process for both undergraduate a graduate students. Identified as major sources of financial ai five federal programs (Basic Educational Opportunity Grant or Grant, Supplementary Educational Opportunity Grant, College Wo Study Program, National Direct Student Loan, Guaranteed Studen Loan); state aid programs; Bureau of Indian Affairs Higher Education Grant/Loan Program; and tribal scholarships. Informa about 45 other sources of financial aid (business, professiona educational, religious, and Indian organizations) is given including names, addresses, and telephone numbers of contact persons; type, amount, and duration of aid; application deadli applicant requirements; required field of study and grade poir average. Fifty colleges and universities in Arizona, Californi Colorado, New Mexico, Nevada, Oklahoma, and Utah that offer financial aid and other support services for American Indian students are cited. Information provided about each institutio includes number and percentage of American Indian students to student population, special programs, student organizations, financial aid, special studies, summer programs, tuition and f and room and board costs. (NEC)

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ED 260 896 SE 045

Professional Standards for Selection and Implementation of Instructional Materials.

National Council of Teachers of Mathematics, Inc., Reston, Va.

PUB DATE- Sep 84

NOTE- 2p.; Policy statement developed by the Instructional Iss Advisory Committee and adopted by the Board of Directors.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; *Instructional Materials; *Mathematics Education; Mathematics Instruction; Position Papers; *Professional Associations; *Standards; *Te Selection; Textbook Standards

This document is a position statement of the National Counci Teachers of Mathematics on instructional materials, including textbooks. First the point is made that the content, organizat and style of instructional materials are among the most import factors influencing outcomes of school mathematics programs. T five standards are presented, concerning the review and select committee, criteria for selection of instructional materials, review of instructional materials, implementation of new instructional materials, and professional integrity. (MNS)

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ED 260 911 SE 045

Brody, Michael J.
The Floating Lab Research Project: An Approach to Evaluating F
Programs.
Cornell Univ., Ithaca, NY. Dept. of Environmental Education.
SPONS. AGENCY- Maine Univ., Orono. Sea Grant Program.; New Ha
Univ., Durham.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Concept Formation; Concept Teaching; Environmen
Education; *Experiential Learning; Field Instruction; Grade
Junior High Schools; *Marine Education; *Oceanography; *Out
Activities; Program Evaluation; Science Education; Seafarer
*Secondary School Science
IDENTIFIERS- *Concept Maps; Science Education Research

This report explains an evaluative study of the conceptual affective development of students associated with the Floatin Program, an experiential field project sponsored by the Unive of New Hampshire and the Maine Sea Grant Program. The field p involved an opportunity for students to have hands-on experie aboard a 65-foot vessel outfitted with various kinds of oceanographic sampling equipment. Students and teachers opera equipment, collect samples, and record data. An assessment of experience was made with 20 eighth grade students. Modified clinical interviews that incorporated concept mapping and con propositional analysis were administered pre- and post-trip. Results indicated that students interviewed exhibited an incr in marine science concepts and values toward coastal zone resources. The report includes a number of knowledge and valu claims and recommendations for teachers, program developers a researchers. (ML)

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ED 260 926 SE 045

Creighton, J. W., Ed.; And Others
Technology Transfer: A Think Tank Approach to Managing Innova
the Public Sector.
**Forest Service (DOA), Washington, D.C.; Naval Facilities Engi
Command, Alexandria, Va.; Naval Material Command, Washingto
Naval Postgraduate School, Monterey, Calif.**
PUB DATE- 85
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descripti
(Program/Project Descriptions) (141)
DESCRIPTORS- Change; Continuing Education; Genetic Engineerin
Higher Education; *Innovation; Management Systems; *Researc
Development; Research Utilization; *Technological Advanceme
Technology; *Technology Transfer; Universities
IDENTIFIERS- Biotechnology

This report reviews a joint attempt of the United States Fo Service and the Naval Service to enhance the utilization of research results and the new technologies through improved effectiveness of technology transfer efforts. It consists of introduction by J. W. Creighton and seven papers: (1) "Manage for Change" by P. A. Philips (discussing techniques in managi innovative people); (2) "A Focus on the Future" by Ross Whale (offering application possibilities of the principles of econ to effective management of resources); (3) "Getting More Done Less" by Richard Fay (with suggestions for increasing product despite decreased resources); (4) "Potential Contributions of Education to Technology Transfer" by Arthur Wilcox (identifyi university's role and impact on technology); (5) "Emerging Innovations: Consideration for Implementation" by Stan Krugma J. W. Creighton (explaining the misconceptions associated wit biotechnology with emphasis on genetic engineering); (6) "Mat Technology to Customers' Needs" by Bob Frankenberg (offering perspectives from the private sector); and (7) "Technology Tr for Enhanced Research Development Testing and Evaluation Effectiveness" by Milon Essoglou (providing a case history ar model of a management approach). (ML)

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ED 260 940 SE 045

Becker, Mimi, Ed., Barnett, Lucy, Ed.
Residential Wood Combustion Emissions and Safety Guidebook.
Hiram Coll., OH. Environmental Resource Center.
SPONS. AGENCY- Council of Great Lakes Governors, Inc., Madis
  Department of Energy, Washington, D.C.
PUB DATE- Jan 85
NOTE- 234p.; A product of the Great Lakes Regional Biomass E
  Program, a joint project of the Environmental Resource Cen
  the Condar Company.
CONTRACT- CGLG-84-003
GRANT- DE-FG05-83OR21390
AVAILABLE FROM- Environmental Resource Center, Hiram College
  1934, Hiram, OH 44234.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Ge
  (050) Reports - Descriptive (Program/Project Descriptions)
DESCRIPTORS- Air Pollution; *Chimneys; *Fire Protection; *Fu
  Consumption; *Fuels; Hazardous Materials; *Heating; Progra
  Implementation; Safety; Technology; Training
IDENTIFIERS- Fireplaces; *Stoves; *Wood (Fuel)

This seven-part guidebook provides information to assist c
makers and other individuals involved in the residential woo
energy fuel cycle. It can be used as a tool for designing or
implementing programs, strategies, and policies that encoura
prevent, or mitigate safety or air emission related impacts
residential woodburning equipment and practices. It can also
the private sector interests in their decisions to improve
technology, provide education, encourage better maintenance
operation of woodburning equipment, and to work with governm
achieve solutions to present or emerging problems, particula
state and local levels in the Great Lakes region. Part I pro
introductory comments and a discussion of the role wood play
fuel. Parts II to V examine, respectively: residential wood
combustion technology (discussing fireplaces and wood stove
chimney systems, and other topics); residential wood heating
trends; emissions from residential wood combustion (consider
characteristics of wood combustion emissions, measuring emis
alternative control strategies, and other topics); and fire
Conclusions and recommendations are offered in part VI. Appe
(which include a glossary, a list of educational materials,
list of resource contacts) are provided in part VII. (JN)

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ED 260 955 SO 016

Ellington, Lucien
Teaching about Aid to Families with Dependent Children.
PUB DATE- Nov 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Nat
Council for the Social Studies (64th, Washington, DC, Nove
15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cl
Use - Teaching Guides (For Teacher) (052) Speeches, Confer
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); Econom
Factors; Economics Education; Eligibility; Financial Suppo
Lesson Plans; Mythology; Resource Materials; Secondary Edu
*Social Studies; United States Government (Course); Units
*Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children

Background information and a classroom lesson to help seco
social studies teachers teach about Aid to Families with Dep
Children (AFDC) are provided. The first part of the paper di
the following concerning AFDC: what it is, eligibility and f
clients, economic aspects, and myths. Structural criticisms
have been made by various groups against AFDC and supporting
empirical data are examined. The second part of the paper co
an annotated listing of books and other resource materials t
be used to teach about AFDC in secondary social studies clas
Also provided is a lesson dealing with social welfare that c
used in secondary economics, government, and problems of dem
classes. The time required for the lesson is one class peric
student is asked to identify, through listing or describing
writing, what he or she believes to be examples of governmer
social welfare in the United States. Students are then giver
definition of a social welfare program as well as some speci
examples, which they examine and discuss. (RM)

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ED 260 968 SO 016

Gartenhaus, Alan Reid
In Pursuit of Wild Geese. Teaching Creative Thinking: A Smit
Approach.
Smithsonian Institution, Washington, D.C.
PUB DATE- 84
NOTE- 14p.; Prepared by the Smithsonian Office of Elementary
Secondary Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cl
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Classroom Environment;
*Creative Thinking; Creativity; Discovery Processes; Eleme
Secondary Education; Instructional Materials; *Museums; *R
Student Attitudes; Teacher Attitudes; Teacher Student Rela
*Teaching Methods
IDENTIFIERS- Artifacts

Background information to help K-12 teachers use objects f
the Smithsonian Institution or in other museums to stimulate
students' creative thinking is provided. To encourage creati
thinking, teachers must provide students with divergent prob
i.e., problems that are expansive, allow for a variety of
responses, and have no fixed answers. Teachers must cultivat
classroom environment that encourages creativity. The unders
must be developed among students that there are times when f
thinking is appropriate. The creative climate fosters an ope
and respect for unusual questions and ideas, an understandin
all ideas have value, and an opportunity to learn and perfor
without constant threat of evaluation. Almost any museum
object--from an ordinary light bulb to an African tribal mas
be used in divergent activities. Slides and/or reproductions
serve as substitutes for the actual object. Divergent activi
using museum objects can help students develop many kinds of
thinking, including thinking that is fluent, flexible, origi
and elaborative. (RM)

[illegible] 260 589 FL 015 169

[illegible]nson, Carol
[illegible]rican Government: A High School Bilingual Supplement for Cambodian Students.
Rochester Public Schools, Minn.
PUB DATE Jun 85
NOTE 257p.
AVAILABLE FROM Rochester Public Schools, Independent School District 535, Coffman Building, Rochester, MN 55902.
LANGUAGE Cambodian; English
EDRS Price - MF01/[illegible] Plus Postage.
PUB TYPE Other/Miscellaneous (Not Classifiable Elsewhere) (999) -- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS *Cambodians; *Citizenship; Civil Liberties; *Constitutional [illegible]; Course Content; Courts; *Democracy; Federal Government; [illegible] Support; Illustrations; Immigrants; *Legislation; [illegible] English Speaking; Local Government; Secondary Education; State Government; *United States Government (Course); United States [illegible]

[illegible] bilingual Cambodian-English supplement designed for high school classes [illegible] government is intended to interpret the story of government's operation in a clear and interesting way and [illegible] of frequently used words and phrases. The lessons, [illegible] English and Cambodian, cover the following topics: American government; the development and contents of the Constitution; the process of a bill becoming law; the principles, [illegible] and funding of State government, services, and courts; [illegible] of local and city government; and the processes and [illegible] of becoming a permanent United States citizen. [illegible] vocabulary lists and a glossary are also included.

ED 260 604 HE 018 552

Tyree, L. Mark; Sagaria, Mary Ann D.

Institutional Responses to Change in a Budgetary Formula for Instruction: Evidence from Colleges and Universities in Virginia.

PUB DATE- Apr 85

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Budgeting; Change Strategies; College Programs; *Community Colleges; *Expenditure per Student; Financial Problems; Higher Education; Predictor Variables; Program Costs; Public Policy; Resource Allocation; Retrenchment; State Action; *State Colleges; *Teacher Student Ratio; Unit Costs

IDENTIFIERS- *Formula Funding; Public Colleges; *Virginia

The effects of a budgetary formula change on 39 public colleges and universities in Virginia were assessed. As a state reaction to declining resources, the sample of 15 senior-level colleges and 24 community colleges had undergone a policy change for the 1978-1980 budget to make an adjustment upward in the student-faculty ratio. Attention was directed to three concerns: (1) the impact of the student-faculty ratio on instructional costs per student; (2) responses by the schools to the formula change, including instructional expenditures and the number of degree programs offered; and (3) institutional responses of senior-level colleges compared to community colleges. The conceptual framework for the analysis was derived from the "revenue theory of cost" (Bowen) and the "threshold level" of enrollment (Maynard). The primary data source was the Higher Education General Information Survey. As a result of institutional responses to revenue distress, per unit costs began to fall in both college sectors 2 years after the budgetary adjustment. Initially, per unit costs continued to rise as colleges were slow to adapt and were unwilling to retrench faculty. Instructional expenditure and number of degree programs per 100 full-time equivalent students were significant predictors of per unit instructional costs. (SW)

ED 260 618 HE 018 570

Blume, Stuart; And Others
Industry and University: New Forms of Co-operation and Communication.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-12607-4
PUB DATE- 84
NOTE- 74p.
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Developed Nations; Developing Nations; Economic Development; Foreign Countries; *Higher Education; Incentives; Industrialization; *Industry; Innovation; *Networks; Research and Development; *School Business Relationship; Scientific and Technical Information; *Technological Advancement
IDENTIFIERS- Canada; Denmark; Finland; France; Germany; Ireland; Japan; Norway; Regional Development; Sweden; United States

Ways that university-industry networks begin and then operate are discussed, based on 14 country reports. The various types of collaborative networks are considered, with particular focus on networks and industrial development. New forms of university-industry relations are also categorized by the function that they are intended to fulfill: long-term linkages, promotion of special areas of science and technology, and the development of liaison systems. Specific examples from the 14 countries are cited. The link between networks and the level of industrial development is considered, with attention to moving from informal to formal networks, the contribution of university-industry relations to regional development, and relations between universities and industry in less industrialized countries. Since networks depend on the scale and branch of industry, consideration is given to: large firms in high technology or traditional sectors, and small and medium size firms in high technology or traditional sectors. The promotion of long-term linkages is considered, including incentives and deregulation, science parks, university-originated firms, and school-industry partnerships. Perspectives are included on the prerequisites for success, universities and innovation, and strengthening the sociotechnical community. (SW)

ED 260 645 HE 018 634

Bevan, John M.

The Immediate Usefulness of Liberal Arts: Variations on a Theme. NSIEE Occasional Paper No. 2.

National Society for Internships and Experiential Education, Raleigh NC.

PUB DATE- 81
NOTE- 24p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Instruction; College Students; *Educational Change; *Experiential Learning; Higher Education; *Individual Development; *Liberal Arts; Mentors; *Teacher Student Relationship

Encouraging signs in education and ingredients of a cohesive and coherent academic program are discussed. The signs include: (1) the changing nature of the life setting which gives focus to the developing person; (2) the idea of faculty as members of a resource pool rather than as specialists; (3) the growing needs for new structures; (4) the growing awareness that the duality between liberal learning and career does not hold; and (5) a new emphasis on teaching and the awareness by professors of the need to be considered as mentors and examples. Each of the signs has an experiential dimension for students and teachers. Six ingredients of cohesive and coherent programs are: an interdisciplinary value dialogue, experience necessary for refining humanistic skills, in-depth study in an academic field in the major, latitude in designing one's own personal search, the opportunity to become acquainted more intimately with the ways of thinking and living of strangers, and a broad exposure to the fine arts. The experiential dimension enriches the academic curriculum and the extended curriculum that encompasses these six ingredients. These are variations on the theme of liberal education that result in quality performance, the pursuance of studies that are critical to defining means and ends, and are immediately useful. (SW)

ED 260 659 HE 018 653

Kaston, Carren O.; Heffernan, James M.
Preparing Humanists for Work: A National Study of Undergraduate Internships in the Humanities.
Washington Center, Washington, DC.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC. Office of Planning and Policy Assessment.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 110p.; Additional funding was also provided by W. W. Norton ar Company, Inc.
AVAILABLE FROM- National Society for Internships and Experiential Education, 124 St. Mary's Street, Raleigh, NC 27605 ($8.00 plus $2.00 postage and handling.)
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141 Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Studies; Art History; Case Studies; *College Programs; Departments; English; Higher Education; History; *Humanities; *Internship Programs; Modern Languages; National Surveys; Philosophy; Private Colleges; Professional Associations; *Program Administration; Questionnaires; State Universities; Student Evaluation; *Undergraduate Students
IDENTIFIERS- Boston University MA; Bowling Green State University O Brown University RI; Great Lakes College Association; Macalester College MN; Purdue University Calumet IN; Scripps College CA; Swee Briar College VA; Washington Center DC; Wayne State University MI

Results of a national study of college student internships in the humanities are provided. The focus was attitudes and practices of 1,621 departments and central offices on U.S. campuses concerning internships in the following majors: English, American studies, history, art history, philosophy, classics, and modern foreign languages. Information about non-sponsors and sponsors of humanities internships was obtained, using two questionnaires, which are appended. The investigation also covered: prerequisites for students, internship placement, extra fees, paid internships, learning plans or contracts, hours students work, student evaluation and the fulfilling of academic requirements, evaluating student internship performance, grades, credit awarded, locating "high-quality" internships, and reasons for success in internship programs. Case studies cover ad hoc and department coordinated internships including: art history (Sweet Briar), modern foreign languages (Purdue), English (Wayne State), history (Boston University), philosophy (Bowling Green State); joint arrangements by department and office including Office of the Dean (Brown), Career Cevelopment Center/Internship Program (Macalester); institutionalized programs, e.g., humanities internship program (Scripps); and internship programs based outside the school, e.g., The Washington Center and the Philadelphia Urban Semester (Great Lakes College Association). (SW)

ED 260 741 JC 850 449

Parnell, Dale
The High School/Community College Connection.
PUB DATE- Oct 85
NOTE- 16p.; Paper presneted at a Symposium of the Cooperative for
Advancement of Community-Based Postsecondary Education (COMBASE
(Denver, CO, September 30-October 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); *College School Cooperati
*Community Colleges; Cooperative Programs; Coordination; Employ
Patterns; *High Schools; High School Students; *Relevance
(Education); *Technical Education; Two Year Colleges

Communication between secondary schools and community, technica and junior colleges regarding entrance/exit requirements, preparation, degree requirements, etc., is needed to help student succeed in their postsecondary educational goals. Recent educatio reform reports have emphasized the need for more substance and structure in the high school program--a need which is evidenced b the facts that: (1) high school dropouts are returning to school the community college level; (2) nearly two-thirds of high school dropouts come from the general education program; (3) the 20 fastest growing occupations prefer job applicants to have postsecondary education and training; and (4) American business a industry spends $30 million a year on the education and training 11 million employees. To deal with the problem of unfocused learning and encourage a greater degree of connectedness between the classroom and "real life," a four-year tech-prep/associate degree program could be developed. These articulated programs wou begin in the junior year of high school and continue through an associate degree program. Such programs would address a number of the problems threatening educational excellence today, including lack of curricular coordination between high schools and two-year colleges; lack of continuity in learning; and poor high school preparation for college. The challenge for educators today is to develop a coordinated curriculum that provides more substance and structure in the educational program to develop the human resourc that support the strength and vitality of the nation. (EJV)

ED 260 755 JC 850 46

Labunski, Alma J.
The Quest for Adult Literacy: Role of the Community College.
PUB DATE- 1 Jul 85
NOTE- 27p.; Graduate seminar paper, Loyola University of Chicago
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adult Literacy; *College Role; *Community Colleges
Educational Change; Illiteracy; *Literacy Education; Literatur
Reviews; Two Year Colleges; Two Year College Students

An overview is provided of the issues related to the increase adult illiteracy in the U.S. and the research, programs, and resources that have sought to move toward a solution of this problem. First, the magnitude of the adult illiteracy issue is addressed, with focus on the small proportion of people being served by literacy programs and the costs to illiterate adults, private and public employers, and to the nation. The section als examines the role of the community college as a major provider o literacy education, and the issues of public funding and public support for such programs. Next, the paper offers a working definition of literacy and traces the events which have marked t course of adult literacy education. Next, literature is reviewed three areas: (1) research on the effects of literacy programs, t variance in literacy demands of differing social contexts, socia structures created by illiterate adults, and systematic assessme of educational needs; (2) program materials, and teaching and learning methodologies pertaining to using mobile units for learning, performance testing, appropriate faculty skills, computer-assisted instruction, competency-based education, speci services, needs of non-English speakers, and employee tutorial services; and (3) recommendations for the total reorganization o the educational system, including materials on cooperative agreements, outreach programs, brokering systems, and citizen involvement in literacy education. An extensive bibliography is included. (EJV)

ED 260 769   JC 850 48

Green, Elizabeth G.; Yates, Laura H.
Utilization of Skills in the Care of the Adult with Common,
Well-Defined Health Deviations II (NS 227): Competency-Based C
Syllabus.
Chattanooga State Technical Community Coll., TN. Nursing Div.
PUB DATE- 85
NOTE- 76p.; For other course syllabi in Chattanooga State Techni
Community College's Associate Degree Nursing Curriculum, see J
476-484.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classr
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Course Content; Course Descript
*Course Objectives; *Diseases; Heart Disorders; *Nursing; *Nur
Education; Two Year Colleges

"Utilization of Skills in the Care of the Adult with Common, Well-Defined Health Deviations II" (NS 227) is an associate degr
nursing course offered at Chattanooga State Technical Community College to help students implement increasingly complex nursing strategies and develop new competencies related to patients with cardiovascular, respiratory, neurological, and urinary deviation
The course syllabus for NS 227 begins with information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk of the syllabus presen
competencies, assignments, information sheets, and questions key
to the textbook for each of the five course units. The units foc
on: (1) adaptive needs for sensory stimulation and related healt
deviations; (2) care of the patient with deviations of the cardiovascular subsystem; (3) care of the patient with deviation
of the respiratory subsystem; (4) care of the patient with deviations of the neurological subsystem; and (5) care of the patient with deviations of the urinary subsystem. Finally, a clinical behaviors evaluation form related to course units is presented. (LAL)

ED 260 784 JC 850 506

Chaloupka, Diana; Papierniak, Kathleen, Ed.
Project VOICE (Vocational Occupations for Industrial Communicatio English): A Competency Based Education Curriculum for the Limit English Proficient in Building Maintenance.
Lake County Coll., Grayslake, Ill.
SPONS. AGENCY- Illinois Community Coll. Board, Springfield.
PUB DATE- Jun 85
NOTE- 652p.; Funded under the Job Training Partnership Act.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Buildings; *Building Trades; Carpentry; College Curriculum; Community Colleges; *Competency Based Education; Curriculum Guides; *Custodian Training; Electricians; Equipment Maintenance; Heating; *Job Skills; *Limited English Speaking; *Maintenance; Masonry; Plumbing; Small Engine Mechanics; Task Analysis; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Building Maintenance

Developed for vocational educators of short-term or long-term programs, this manual presents a complete competency-based curriculum in building maintenance for the advanced limited Engli proficient student. Following instructions on use of the manual a recommended references, a student tracking system and record shee are provided, which list task number, competency description, job title pertaining to the competency, and date of completion. The bulk of the manual consists of competency sheets for each of the 711 tasks covered on the tracking form, focusing on the following eight areas: (1) plumbing; (2) custodial; (3) carpentry; (4) masonry; (5) electrical; (6) heating; (7) small engines; and (8) supporting skills such as welding, swimming pool maintenance and appliance service maintenance. Each competency sheet presents the task the student will perform; conditions under which the task wi be performed; tools and equipment; task steps; student evaluation sheet or written test; learning activities; and supplemental shee which provide information or study words. A sample certificate of completion is appended. (LAL)

PS

ED 260 799 PS 015 26

Levine, Marcy; Orr, Sally
Child Care: Options for the Eighties. A Report of a Conference (Racine, Wisconsin, February 11-13, 1982).
Association of Junior Leagues, Inc., New York, NY.
PUB DATE- Feb 82
NOTE- 20p.; Conference sponsored in cooperation with the Johnson Foundation.
AVAILABLE FROM- Association of Junior Leagues, Inc., 825 Third Avenue, New York, NY 10022 ($3.50; 10 or more copies, $3.00 eac
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conference Proceedings; *Day Care; Delivery Systems; Early Childhood Education; *Educational Trends; *Financial Supp Infants; *Information Services; *Preschool Education; Public Policy; Referral; *School Age Day Care; Toddlers

Child care is one of the six focus areas of the child advocacy program established in 1975 by the Association of Junior Leagues ensure that children and their families have access to the servic and opportunities necessary for growth and development. Participants in the Association's "Child Care: Options for the 80's" conference included 19 child-care experts from academia, government, the corporate sector, and private agencies, as well a representatives of 16 Junior Leagues concerned with child care in their communities, and representatives of the Association. They examined the significant policies and developments in child care during the past decade and identified the major trends and issues expected to affect child care in the 1980s. This report provides the opening address, "Child Care: Trends and Issues," by Sheila B Kamerman, and summaries of nine presentations focusing on infant and toddler child care, preschool programs, care for school-age children, information and referral services, and financing and delivery of services. At the conclusion of the conference, participants drafted an agenda for action, identifying five major issues and the strategies needed to address them. Findings and recommendations reached at the conference provide the basis for future public policy actions by the Association and individual Junior Leagues relating to child care. A list of participants concludes the report. (RH)

ED 260 840 PS 015 3

Baum, Frances E.; And Others
Social Change and Family Policies. Free Papers, Part 4. Intern
  CFR Seminar (20th, Melbourne, Australia, August 19-24, 1984)
Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-87081-0
PUB DATE- Aug 84
NOTE- 245p.; For related documents, see PS 015 308-311.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Str
  Melbourne, Victoria, 3000, Australia (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Persona
  Viewpoints/Position Papers/Essays (120) Reports -
  Research/Technical (143)
DESCRIPTORS- *Aging (Individuals); Child Custody; Child Rearin
  Developing Nations; Employed Women; *Family Life; Family Str
  *Financial Support; Government Role; Grandparents; Parent Ro
  Parents; *Role Perception; Rural to Urban Migration; Social
  *Social History
IDENTIFIERS- Australia; Europe (West); *Family Policy; Japan;
  Zealand; Poland; Shared Housing; Social Policy; *Visitation
  Youth Participation

These free papers presented at an International Committee on Research (CFR) seminar include (1) Frances E. Baum's "There's Room in the Nuclear Family: Sharing As an Alternative Housing Option"; (2) Paula W. Dail's "Parental Role Perceptions among Young, Dual Parent Families in America: Family Policy Implicat for the Future"; (3) Daniel B. Hunter and Edna J. Hunter's "Mandated Visitation for Grandparents in Custody Disputes: Wil Little Red Ridinghood Visit Grandma?"; (4) Fumie Kumagai's "Ag and Social Policies in Japan"; (5) Renata Siemienska's "Patter Polish Families and Their Determinants: Continuity and Change" Oded Stark's "Migration, Remittances and the Family: A Theory" Helmut Willems and Roland Eckert's "Youth Protest in Western Europe: Four Case Studies"; (8) Peggy G. Koopman-Boyden's "Mot Fathers, and 'Big Brother' in New Zealand: Change in New Zeala Families and the Policy Response"; and (9) Graeme Russell's "Changing Patterns of Divisions of Labour for Paid Work and Ch Care." (RH)

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ED 260 897 SE 045

Graham, Robert; And Others
A Perspective on Pre-University and College Marine and Aquatic
Education in Canada.
PUB DATE- 85
NOTE- 22p.; Prepared in the Department of Recreation and Leisu
Studies, University of Waterloo.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
DESCRIPTORS- *Curriculum Development; *Educational Objectives;
*Educational Trends; Elementary Secondary Education; Futures
Society); *Marine Education; Nonformal Education; Physical
Environment; Science Education; Surveys
IDENTIFIERS- *Canada; Informal Education; United States

This paper: (1) reviews the goals and directions of United S marine education; (2) reports the findings of three surveys wh were designed to provide a perspective on current Canadian eff in marine education; and (3) presents a set of proposed goals future directions for marine education in Canada. Federal agen with a "functional area" related to management of marine and aquatic resources were contacted in the first survey. Individu within these agencies completed a questionnaire pertaining to type of K-12 involvement it had in formal education and in nonformal and information learning initiatives. Science, environmental education, or social studies consultants in the provinces and two territorial ministries of education were contacted in the second survey to ascertain the extent of thei involvement in marine education. Elementary and secondary teac who had taught marine/aquatic education were contacted in the survey to assess the status of marine education programs and t identify future directions. The results of these surveys (whic discussed separately) do not provide definitive answers. Rathe they suggest starting points, such as developing a newsletter network to facilitate the exchange of materials and informatic among interested individuals. (JN)

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ED 260 912 SE 045

Brody, Michael J.; And Others
Man and the Biosphere: Ground Truthing Coral Reefs for the St.
Island Biosphere Reserve.
School for Field Studies, Cambridge, MA.
PUB DATE- Jan 84
NOTE- 40p.
AVAILABLE FROM- School for Field Studies, 50 Western Avenue, Cambridge, MA 02139.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Programs; Environmental Education; F
Instruction; Higher Education; *Marine Biology; *Oceanograph
Science Education; Scientific Research; Underwater Diving
IDENTIFIERS- Coral; *Virgin Islands

Research on the coral species composition of St. John's reef
the Virgin Islands was conducted through the School for Field Studies (SFS) Coral Reef Ecology course (winter 1984). A cooperative study program based on the United Nations Educatio
Scientific, and Cultural Organization's (Unesco) program, Man
the Biosphere, was undertaken by faculty and undergraduates o
and personnel from the Virgin Islands National Park Service.
report reviews the methods, materials and results of the rese
project at Great Lameshur Bay on St. John's Island. Base-maps
marine habitats along the reef were constructed from aerial photographs. The maps were used in ground-truthing to determi
species and substrate composition for each area specified in
aerial photographs. Qualitative and quantitative data were ob
from five transects along the reef. Findings on species distribution are summarized in tables and the five dominant s
are identified in depth profile graphs. It is indicated that
methodology used is suitable and appropriate for any team of
trained technicians in other marine environments and that it
also inexpensive and requires a relatively small amount of ti
training and implementation of the project. (ML)

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ED 260 956 SO 016

Marklund, Inger, Ed.; Otter, Annica, Ed.
Children's Participation at Junior Level.
National Swedish Board of Education, Stockholm.
PUB DATE- Feb 85
NOTE- 13p.
AVAILABLE FROM- Skoloverstyrelsen, National Board of Educati
Information and Documentation Section, S-106 42 Stockholm,
(free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizen Participation; Comparative Education; D
Making; Educational Research; Foreign Countries; Junior Hi
Schools; *Participative Decision Making; *Student Attitude
Student Behavior; Student Participation; Student Responsib
*Student Rights; Student School Relationship
IDENTIFIERS- *Sweden

This study examined the attitudes of Swedish junior high s
concerning student participation in deciding matters that af
them. Over 100 students and their teachers were interviewed,
committees and school meetings were observed, and the studer
completed a short questionnaire. To illustrate the pitfalls
study of pupils' joint influence or co-determination can ent
Arnstein's chart, "Eight Rungs on a Ladder of Citizen
Participation," which is frequently referred to in evaluatic
citizen participation in planning processes, is discussed. T
eight rungs are: manipulation, therapy, informing, consultat
placation, partnership, delegated power, and citizen control
findings show that when asked about the influence exerted by
children on their situation at a school, the great majority
percent) felt that they were able to decide just about the r
amount. Nearly three-quarters of the pupils said that they c
know how much children were capable of deciding. Concerning
desire for decision-making powers at school, 83 percent felt
things were just right as they were. (RM)

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ED 260 969 SO 016

Bioregions and World Order.
Global Education Associates, East Orange, N.J.
PUB DATE- 85
NOTE- 28p.
AVAILABLE FROM- Global Education Association, 552 Park Ave.,
Orange, NJ 07017 ($3.00; 10 or more, $2.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinion/Personal
Viewpoints/Position Papers/Essays (120) Reports - Descr
(Program/Project Descriptions) (141)
DESCRIPTORS- Conservation (Environment); Ecology; Food; Global
Approach; Hunger; Resource Materials; Social Values; World
*World Problems
IDENTIFIERS- *Bioregionalism; *World Order

What bioregions can do to contribute to world order and wo
discussed in this newsletter. A bioregion is defined as an
identifiable geographical area of interacting life-systems t
relatively self-sustaining in the ever-renewing processes of
nature. Articles included are: "Bioregionalism and World Ord
(Gerald Mische); "Bioregions: The Context for Reinhabiting t
Earth" (Thomas Berry); "Twelve Principles for Understanding
Universe and the Role of the Human in the Universe Process"
Berry); "Re-inhabiting Genesis Farm: A Center for Bioregiona
World Order Education" (Miriam Therese MacGillis); "Maine
Together To Save the Soil" (Pauline Pare); "Kansas: Th
Vision for a Heartland Bioregional Community" (Betty Jean Se
"Green Thoughts...Reflections on the National Bioregional Co
and Green Politics" (Ron Hughes); "Green Politics: Statemen
Values"; "Ecological Politics and Bioregionalism" (Mario Hu
"Appalachia and Bioregionalism" (Patrick Ronan); "World
Conservation Strategy;" and "Bioregions: Where Person and Pl
Meet" (Catherine Burton). Also included is a "Reader Exchang
containing thoughts of newsletter readers concerning bioreg
world security. The newsletter concludes with a bibliograph
bioregionalism. (RM)

ED 260 631 HE 018 620

Little, Thomas C.
History and Rationale for Experiential Learning. PANEL Resource Paper #1.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

PUB DATE- 81
NOTE- 16p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavioral Objectives; College Students; *Educational History; Educational Trends; *Experiential Learning; Field Experience Programs; Higher Education; Internship Programs; Student Experience

The history of experiential learning in American higher education is outlined, and the rationale and learning objectives of this type of experience are addressed. Experiential education has resulted from an emphasis on practical knowledge. Although the colonial colleges focused on the classical curriculum, the scientific method of the natural sciences brought concern for practical education and experiential learning, and the Morrill Act in 1862 provided public support of a practical orientation of higher education. Other developments with implications for experiential learning include progressivism, the rise of professions, and the tendency toward multi-disciplinary and cross-disciplinary curricula. Curricula in the academic disciplines, especially in the liberal arts, are increasingly including experiential learning. Quality education requires the kinds of learning involved in both experiential education and information assimilation. The strengths and weakness of experiential learning and information assimilation are addressed. Nine objectives of experiential learning are identified, including: applying or evaluating the body of knowledge and method of inquiry of a discipline through first-hand participation; acquiring skills and values specific to a profession; and learning in a self-directed manner. (SW)

ED 260 673 HE 018 669

Miller, Scott E.; Hexter, Holly

How Low-Income Families Pay for College.

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
SPONS. AGENCY- Teagle Foundation, New York, NY.
PUB DATE- Jul 85
NOTE- 47p.; For related documents, see HE 018 666-668.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Washington, DC 20036-1193 ($8.00 each, ($8.00 nonmembers; $5.00 members).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Dependents; *Family Income; Federal Aid; Grants; Higher Education; *Low Income Groups; National Surveys; *Parent Financial Contribution; Private Colleges; State Aid; State Colleges; *Student Costs; *Student Financial Aid; Student Loan Programs; Undergraduate Students; Work Study Programs
IDENTIFIERS- *College Costs

The ways low-income families pay for college are examined, based o a national survey of student aid recipients, especially traditional undergraduate dependent students. Information is provided on the mix between loans, grants, work, and family contribution, as well as the relationship between federal, state, and college-sponsored aid. Examples of typical financial aid packages for students attending high, low, and moderately priced institutions are included. Findings indicate that: federal student aid provides a foundation of support for low-income families; other federal aid programs fill in the gap for only half of low-income students attending private colleges; students need a mix of aid sources in order to meet college costs, yet still fall short of meeting all their costs. It is concluded that low-income families need additional help in paying for college. Appendices provide data on: the number and proportion of aid recipients receiving financial aid by income level ($0-$7,499 and $7,500-$15,000), type of aid, and type of institution (public/private); common aid packages of low-income students; and the number and proportion of aid recipients receiving different combinations of aid. (SW)

ED 260 686 IR 011 758

Gee, Michael Dennis
Canadian Community College Computer Usage Survey, May 1983.
PUB DATE- May 83
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Community Colleges; *Computer Assist Instruction; Computer Literacy; Computers; Computer Software; Foreign Countries; National Surveys; Programing Languages; School Surveys; Two Year Colleges; *Use Studies
IDENTIFIERS- *Canada; *Computer Uses in Education

This survey was conducted to provide information on the level of computer usage in Canadian community colleges. A 19-question form was mailed to the deans of instruction in 175 Canadian public community colleges identified as such by Statistics Canada. Of these, 111 colleges returned their surveys (a 63% response rate), and the results were processed by the Statistical Package for Social Sciences (SPSS). Questions representing the focus of the survey included queries on the amount of computer utilization for instruction in specific institutions; whether these are mainframe, mini or micro; how many of each computer exist; their brand names; sources for software; software languages used; computer literacy level of instructors; and whether general attitudes toward computers in the classroom environment are positive. It was found that: (1) a resounding number of colleges have microcomputers; almost 70% have at least 10, with many having over 20; (2) word processing activities are restricted to only one-third of the colleges' main or mini computers; and (3) only one-fourth of the instructors are computer literate. A call for the development of a provincial/national scheme for the use of microcomputers in educational institutions concludes the paper. (JB)

ED 260 700 IR 011 777

d *Slotnick, Robert S.; Jeger, Abraham M.*

Instructional Technology: Demonstration of Original Software for Teaching Introductory Psychology.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Aug 85

NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 1985).

GRANT- G008202189

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141 Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Courseware; Higher Education; Learning Strategies; *Microcomputer *Psychology; *Teaching Methods

This paper describes a demonstration of an instructional package consisting of original, interactive microcomputer-based simulations and accompanying faculty and student guides designed to assist in teaching introductory psychology. An Apple IIe computer and color monitor were used. The paper contains: (1) a purpose statement; (2) a brief summary of available software in the field of psychology, including titles and authors; (3) a description of the New York Institute of Technology's (NYIT) Psychology Software Development Project; and (4) a list of NYIT's individual psychology software programs. Each listing contains the program title, a brief content summary, and the student interaction involved. The programs are: Operant Conditioning; Incremental Learning--A Self-Experiment; Classical Conditioning; Digit-Span; and Prisoner's Dilemma. Also included is a summary of the implementation procedures for utilizing these software programs as value-added exercises at NYIT. The concluding section promises a more formal evaluation study focusing on process and outcome data after a full-scale course implementation of the interactive software programs is initiated. (JB)

ED 260 713 IR 051 213

Sawin, Philip, Jr., Ed.
Collection Development Policy. Revised.
Wisconsin Univ. - Stout, Menomonie.
PUB DATE- Nov 84
NOTE- 92p.; For the 1981 edition of this document, see ED 208 886.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; Evaluation Criteria; Guidelines; Higher Education; Information Needs; Information Storage; *Learni Resources Centers; *Library Acquisition; *Library Collection Development; Library Collections; *Library Material Selection; *Library Planning; *Media Selection; Policy
IDENTIFIERS- American Library Association; *University of Wisconsin Stout; Weeding (Library)

This collection development policy paper incorporates guidelines contributed by all university academic departments, as well as by members of the Library Learning Center professional staff. An alphabetical index provides access to major subject areas and subdivisions, which are assigned one of four level designators indicating the depth of coverage to be maintained for that subject. Discussions of the Library Learning Center's objectives, means of implementing the objectives and other aspects of selection, a definition of a preview policy, and a collection review precede guidelines for a wide variety of materials: serials; newspapers; microformats; films, videodiscs, and videocassettes; microcomputer software; gifts; pamphlets; textbooks; theses and dissertations; paperbacks; and reprints of monographs. Appended policy statements for the Educational Materials Center, Reference, and the Area Research Center discuss objectives, scope, types of materials, acquisitions, and evaluation. Appendices also include guidelines for vertical files, collection review, and equipment catalog files. Copies of the American Library Association's Library Bill of Rights, Intellectual Freedom Statement, Statement of Labeling, and the Resolution of Nonremoval of Challenged Library Materials are included in the first appendix. (THC)

ED 260 727 IR 051 229

Norman, O. Gene
Marketing the Health Sciences Library.
PUB DATE- 18 Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Indiana Health Science Librarians Association (Fort Wayne, IN, March 18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120 Speeches, Conference Papers, "Papers Presented at .." (150)
DESCRIPTORS- Guidelines; Information Needs; Information Seeking; Information Sources; *Library Administration; Library Materials; *Library Services; *Marketing; *Medical Libraries; Needs Assessment; Program Design; *Special Libraries

The basic activities of marketing are discussed, including gathering information and determining needs, designing a program around the elements of the marketing mix, and managing the marketing program. Following a general discussion, applications of the marketing concepts to a health sciences library are described. The administrator of the health service library is targeted for th marketing effort with examples and illustrations directed toward that individual. It is concluded that marketing can be a useful tool for health science librarians if they plan their program carefully and if the librarian and staff support the marketing concept. Nine references are included. (Author/THC)

ED 260 814 PS 015 28

Pasch, Marvin; And Others
The Perry Child Development Center in the Ypsilanti, Michigan Sc
District: An Evaluation of a Kindergarten Cluster Program.
PUB DATE- Apr 85
NOTE- 38p.; Paper presented at the Annual Meeting of the America
Educational Research Association (69th, Chicago, IL, March 31-
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Confe
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Evaluation Methods; Grou
(Instructional Purposes); *Kindergarten; *Parent Attitudes;
*Program Evaluation; Questionnaires; *Teacher Attitudes
IDENTIFIERS- *Cluster Concept Program; Michigan (Ypsilanti); *Pe
Child Development Center MI

An evaluation study of the Child Development Center (CDC) for
kindergarten children in Ypsilanti, Michigan, was authorized by
school board for the 1983-84 school year. All kindergarten and
first grade teachers were interviewed in their schools. One hund
parents of kindergarten children and 100 parents of first grade
students also were interviewed. Care was taken to reassure teach
that their judgments concerning the CDC would be communicated in
the final report and that they would remain anonymous. Interview
forms for teachers and parents were developed. Teachers and pare
were asked to evaluate both the concept of placing all kindergar
classes in a single building and the implementation of the conce
at the CDC in Perry School. Additionally, a search of the
educational literature was made to ascertain whether educators f
school districts other than Ypsilanti had reported on efforts an
activities to place all kindergarten classes within a single sch
building. No cases comparable to the Ypsilanti CDC were found.
Copies of the evaluation plan, interview instruments, and summar
of the teachers' and parents' responses are provided. Findings
suggest that the CDC concept as implemented in the Ypsilanti Sch
District should be retained. (RH)

ED 260 827 PS 015 29

Helmich, Edith; Wasem, Leighton

Class Sizes for Kindergarten and Primary Grades: A Review of the Research.

Illinois State Board of Education, Springfield, Dept. of Plannin Research and Evaluation.

PUB DATE- Jan 85

NOTE- 25p.; For other papers in this series, see PS 015 295-305.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Achievement; Adjustment (to Environment); Child Development; Classroom Environment; *Classroom Research; *Clas Size; Comparative Analysis; Educational Trends; Individual Differences; *Kindergarten; Outcomes of Education; *Primary Education; *Small Classes; State Legislation; State Surveys; *Teacher Student Ratio

IDENTIFIERS- Florida; *Illinois; Indiana; South Carolina

Most teachers and the public believe that children in kinderga and the primary grades benefit from small classes because of children's need for individualized instruction and teacher attention. This report, part of a comprehensive policy study of early childhood education, presents a review of the research on effect of class size on student outcomes, including achievement adjustment to school. Topics covered include the following: (1) child development theory, (2) class size research, (3) a review practices in South Carolina, Florida, and Indiana (4) a review c current Illinois statutes and practices, and (5) a summary of th findings in terms of policy implications for the Illinois State Board of Education. A review of the mandates for class size in t School Code of Illinois (1983) is given and tables provide comparisons between grades and types of programs. Data on kindergarten/primary class sizes of three selected states, South Carolina, Florida, and Indiana, is highlighted because of the different methods used in these states to achieve lower student/teacher ratios. A table in the appendix summarizes the recommended class sizes for kindergarten through third grade for all fifty states. In conclusion, this review shows that there is general agreement that at the primary grades smaller classses facilitate learning and that class size must be sufficiently sma - at least below 20 - for significant benefits. (DST)

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ED 260 868 RC 015 4

Scott, Robert J.
Teaching and Learning in Remote Schools: A Dilemma Beyond Rural Education.
InterAmerica Research Associates, Rosslyn, Va.; National Inform Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washingto
PUB DATE- Sep 84
NOTE- 7p.
CONTRACT- 300-82-0247
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Curriculum; *Educational Nee Educational Quality; Elementary Secondary Education; Inservic Teacher Education; One Teacher Schools; Rural Areas; *Rural Education; School Community Relationship; *Small Schools; Spe Education; *Teacher Characteristics; Teacher Education; Teach Housing; Teacher Role
IDENTIFIERS- Generalists; *Isolation (Geographic); Nevada; Neva Rural School District Alliance

Isolated by distance and geographic barriers from population centers, services, current information, and opportunities, 15 o Nevada's 17 school districts are not simply rural, but are remo Servicing districts that average fewer than 2 people per square mile, 21 elementary schools have only 1 teacher. Sixteen high schools have enrollments of less than 100. Curricula in remote schools is limited, depending on resourcefulness of teachers, administrators, and community members to fill gaps from lack of art, music, counseling, physical education, library, or vocatio specialists. Alternative strategies for remote schools include multigrade arrangements, itinerant services, assistance from multi-school principals, employment of paraprofessionals, and rotating diagnostic-prescriptive services. Use of computers and video tapes is increasing but remote areas lack access to televison/satellite transmission. Mildly/moderately handicapped children are mainstreamed while severely handicapped are unserv or institutionalized. Teachers must be "competent generalists," with skills in individualizing instruction for all students. Teachers either spend a lifelong career or only 1 or 2 years in remote schools. Despite teacher benefits including housing subsidies and isolation salary bonuses, districts cannot always fill positions. Teacher training, retraining, and inservice nee are extensive and are beginning to be addressed by the Nevada R School Alliance, formed in 1983. (NEC)

ED 260 882 RC 015

Turnbull, William W.
Succeeding by the Numbers.
PUB DATE- May 85
NOTE- 17p.; Paper presented at the Border College Consortium
  Conference (San Antonio, TX, May 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at...
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Acces
  Education; Educational Change; *Educational Counseling; Educ
  Policy; *Expectation; *Hispanic Americans; *Mathematics
  Achievement; Outcomes of Education; Parent Participation;
  Postsecondary Education; School Guidance; School Role; Secon
  Education; Success

Evidence shows that choice of field of concentration at the school or junior high level is the single most powerful predic of how far a student will progress up the educational ladder. National statistics now indicate that out of 10 Hispanic stude in the 8th grade, about 5 will receive a high school diploma b only 1 will have completed an academic program in school which prepared the student for college admission and the pursuit of professional career. Students, parents, guidance counselors, teachers, and principals should be acutely aware that the deci to take or not to take elementary algebra in junior high is a crucial, hard-to-reverse decision that adds up to a predisposi pattern. Stereotypic thinking leading to the assumption that Hispanic children probably will want to embark on vocational c general curricula must be changed. Programs such as Options fo Excellence, conducted in San Antonio, Texas, by the College Bo from 1981-1984, have been successful in identifying able high school students whose abilities and talents were not being ful recognized, instilling a sense of optimism and self confidence raising the educational sights and expectations of students, parents, and schools. (NEC)

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ED 260 927 SE 045

Renner, John W.; And Others
Biology. Teacher's Guide. Investigations in Natural Science.
Costa Rica Univ., San Jose. Research Inst. for the Improvemen
Costa Rican Education.; Norman Independent School District
Okla.
PUB DATE- 85
NOTE- 177p.; For student investigations and readings see SE
Document contains light type. A joint project of the Scienc
Education Center, University of Oklahoma and the Science
Department, Senior High School of Norman Public Schools.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cla
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; High Schools; *Learning Processes; *Sc
Activities; Science Education; *Science Experiments; *Scie
Instruction; Scientific Concepts; *Secondary School Science
Teaching Methods

Investigations in Natural Science is a program in secondary
biology, chemistry, and physics based upon the description of
science as a quest for knowledge, not the knowledge itself. T
teaching guide is designed for use with the 18 biology
investigations found in the student manual. These investigati
focus on concepts related to: organisms; classification;
populations; producers; food chains; ecosystem; cells; cell
transport; circulation; calories; digestion; breathing; respo
locomotion; cell division; reproduction; inheritance; and
homeostasis. Each investigation includes activities related t
three learning cycle components, namely, exploration, concept
invention (the idea), and expansion of the idea. The guide
contains: (1) a list of biology concepts fostered in each
investigation; (2) detailed instructional strategies for the
student investigations, which are reproduced in the teacher's
manual in reduced form; and (3) student reading questions an
answers (the readings, however, appear only in the student ma
Included in appendices are student materials and teaching gui
microscope skills, sample essay evaluation questions for each
investigation, and a list of equipment and materials needed f
each investigation. (JN)

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ED 260 941 SE 045

Caraway, Sue Dennis
Factors Influencing Competency in Mathematics Among Entering
Elementary Education Majors.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Computation; Educational Research;
*Education Majors; Elementary Education; *Elementary Schoo
Mathematics; Geometric Concepts; Higher Education; *Mathem
Achievement; *Preservice Teacher Education; *Student Attit
Student Characteristics
IDENTIFIERS- *Mathematics Education Research

Relationships among attitude toward mathematics, mathemati
background, and junior college transfer versus non-transfer
upon competency in elementary mathematics were investigated
multiple linear regression techniques. Instruments for colle
data included a mathematics placement test, the "Mathematics
Attitude Scale" by Aiken, and a questionnaire designed to ga
information on mathematics background and the number of hour
transferred from a junior college. Subjects were 78 entering
elementary education majors at the University of Southern
Mississippi. Significant relationships were found to exist b
competency in elementary mathematics, the criterion variable
analyses, and attitude toward mathematics as well as compete
mathematics and mathematics background. No significant relat
was established between junior college transfer status and
mathematics competency. Comparison of the means further indi
that the stronger the background in mathematics, the higher
mathematics competency score. (Author/MS)

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ED 260 854 RC 015 3

Wittek, Franz
The Education of Migrants' Children (Vienna and Lower Austria).
CDCC's Project No. 7: "The Education and Cultural Development
Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(83)70
PUB DATE- 20 Sep 84
NOTE- 33p.; For related documents, see ED 253 376 and RC 015 37
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
DESCRIPTORS- Boarding Schools; Elementary Secondary Education;
Foreign Countries; German; Inservice Teacher Education; *Migr
Education; *Multicultural Education; *Second Language Program
*Teacher Education
IDENTIFIERS- *Austria; Austria (Vienna)

The report presents the main observations and conclusions fro three-day visit by a group of experts from the Council for Cult Cooperation CDCC Project No. 7 to Vienna and lower Austria to examine educational provisions for migrant children to enhance accelerate their acquisition of German as a second language anc facilitate their integration into the mainstream education syst and to examine the initial and inservice training of teachers i multi-ethnic schools. Following an introductory section, Part 2 describes migrant workers (primarily from Yugoslavia and Turkey and their families. Part 3 explains the legal and informal provisions for migrant children in Austrian schools. Part 4 det the special German language support for migrant children in Viennese compulsory schools. Part 5 outlines the integrative mo of the Bad Voslau Day Boarding School. Part 6 covers the mother tongue tuition provided for Yugoslav and Turkish pupils. Part 7 traces interculturalism in the education of teachers. Part 8 concludes that the most pertinent lesson to be drawn from the Austrian experience lies in the effective demonstration that institutional obstacles, which so often hinder educational cooperation, can be eliminated without compunction. (NEC)

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Swift, J. Nathan; And Others
Two Effective Ways to Implement Wait Time. A Symposium on Wai
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Natio
  Association for Research in Science Teaching (58th, French L
  Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confere
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Instructional Improvement; Intermediate Grades;
  High Schools; *Measurement Equipment; *Questioning Technique
  *Science Education; Science Teachers; Teacher Behavior; *Tea
  Education; Teacher Student Relationship; *Verbal Communicati
IDENTIFIERS- *Wait Time

The effects of instructional guides and a wait time feedback (called a "Wait Timer") on the classroom interaction of middle school science teachers are examined. The Wait Timer, an unobtrusive indicator of wait time, is an automatic device tha activates a light when a person speaks. The duration of the li at the end of a question, response, or other pause can be regu to control wait time length. The effects of using the Wait Tim noted to be enhanced by a supportive intervention process that employed analyses of tape recordings of classroom discussions. Through studies, it has been determined that effective use of time can result in spontaneous improvements in both cognitive affective variables in the classroom. These changes are greate wait time information is supplemented by supportive interventi from persons who have studied tape recordings of interactions the teachers' classrooms. It appears that monitoring wait time using an electronic device accompanied by skilled analyses of recordings and supportive intervention do provide an avenue fo improvement of teaching skills. (ML)

Dennison [illegible]; Shore, Jacqueline L.

Concepts of Unity and Sentence Structure in Arabic, Spanish, and Malay.

[illegible]

NOTE [illegible] Paper presented at the Annual Meeting of the Conference on College Composition and Communication ([illegible], Minneapolis, MN, March [illegible], 198[illegible]).

LANGUAGE English

EDRS PRICE MF01/PC01 Plus Postage.

PUB TYPE Reports - Research/Technical (143) Speeches, Conference Papers; Papers Presented at [illegible] (150)

DESCRIPTORS *Arabic; *Coherence; *Cohesion (Written Composition); College Students; Comparative Analysis; Contrastive Linguistics; English (Second Language); *Expository Writing; Foreign Students; Higher Education; *Malay; Second Language Learning; *Sentence Structure; *Spanish

[illegible] University of North Carolina Charlotte

A university writing faculty conducted a study of the concepts of unity in expository prose and of sentence structure as understood by Arabic, Malay, and Spanish speakers to discover why some students grasp those concepts more readily than others. Interviews, surveys, and analysis of written compositions revealed that the reason lies in ways these concepts are understood in other languages. Arabic speakers have difficulty grasping the role of the thesis as the controlling principle in English prose because the purpose of Arabic prose is to elaborate on an accepted viewpoint. Also, for Arabic speakers, a sentence consists of a number of independent clauses. Malays present and support a viewpoint in their essays; therefore, their writing conforms more closely to American standards of unity. The reasons seem to be Malay academic preferences for tightly organized essays and straightforward sentences and the tradition of [illegible] teachers which [illegible] to [illegible] organized essays. Like Americans, Latino writers defend a point of view and they include a range of arguments; however, [illegible] speakers, they write serial sentences. These findings should [illegible] more effective [illegible] of unity and sentence structure in English prose and [illegible] awareness of good writing in other languages. (MSE)

ED 260 605 HE 018 553

Edwards, Janine C.; And Others
Improving Clinical Teaching: Focus on Residents.
PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Teaching (Health Professions); *Graduate Medical Students; Higher Education; *Inservice Education; *Instructional Improvement; Medical Case Histories; *Medical Education; Program Evaluation; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; *Teaching Skills; Videotape Recordings; Workshops
IDENTIFIERS- *Louisiana State University

Information on the development and evaluation of a workshop to improve residents' clinical teaching at the Louisiana State University School of Medicine is presented. Over a 2-year period, residents from all specialties participated in the workshop. A majority of residents rated the workshop favorably, and 70 percent requested additional training. For 97 residents who provided before/after ratings of their teaching skills, post-workshop ratings were significantly higher than pre-workshop ratings. Ratings of 38 residents by 257 third-year medical students showed pre- to post- workshop improvement on the following dimensions of clinical teaching: organization/clarity, clinical skills, knowledge/analytical ability, and provision of direction and feedback. Additional training to improve 68 residents' clinical teaching behaviors is being developed and evaluated in a 3-year experimental study. Videotapes of resident/student case presentations are used to instruct residents, and trained raters measure the teaching behaviors observed by videotapes. Structured interviews will also be conducted to explore residents' awareness and motivation regarding teaching. A pyramid training system that would involve teachers, residents, and students is recommended. (SW)

ED 260 632 HE 018 621

Goldstein, Michael B.
Legal Issues in Experiential Education. PANEL Resource Paper #3.
National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.
PUB DATE- 81
NOTE- 14p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; Administrator Responsibility; College Students; Court Litigation; *Educational Malpractice; *Experiential Learning; Field Experience Programs; Higher Education; *Injuries; Insurance; Internship Programs; *Legal Responsibility; Performance Contracts; School Business Relationship; School Community Relationship

Legal issues relevant to experiential learning are identified to help program administrators know when to seek expert assistance and advice. Much of the law of experiential learning is based on specific statutory provisions and decisions. The student involved in experiential learning may assume certain learning outcomes very different from those of the institution, and the understood requirements for the award of credit or credentials for the learning may also differ. These variances may result in a lawsuit, with the student alleging a breach of an implied or expressed contract of instruction. A written learning contract should state the mutual rights and responsibilities of the learner and the institution. Other issues are whether the college or agency should be held liable for acts of the student when agency clients are injured. Insurance against liability caused by the acts of its students is a wise investment. Having students sign a waiver of liability is not necessarily adequate protection against risk of injury to the student. Attention is also directed to agreements between the college and the agency, responsibilities of the student and the college, and implications of using federal funds. (SW)

ED 260 646 HE 018 635

Goldstein, Michael B.
Policy Issues in Experiential Education. NSIEE Occasional Paper #3.
National Society for Internships and Experiential Education, Raleigh NC.
PUB DATE- 82
NOTE- 17p.; For related documents, see HE 018 617-634.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accrediting Agencies; College Students; Cooperative Education; Eligibility; *Experiential Learning; *Federal Aid; Government School Relationship; Higher Education; Institutional Autonomy; Nontraditional Education; *Public Policy; *State Standards; *Student Financial Aid; Work Study Programs

Changes in public policies that have implications for experiential education are discussed. It is suggested that the federal government's reduction of federal student assistance does not represent a policy adverse to experiential education; yet, its effects are likely to have substantially negative outcomes for programs built on 15 years of consistent federal support. The relatively stable funding bases, notably College Work-Study and Cooperative Education, are likely to be substantially eroded, and support for innovation may be in serious jeopardy. Requirements of "satisfactory progress" and "enrollment status" of federal student aid programs are being reevaluated in ways that may adversely affect experiential education. The Veterans Administration is one agency that views legitimate education as classroom instruction. At the state level, policy may limit the amount of equivalent credit that may be awarded for prior learning, limit the degrees to which such credit may be attached, or otherwise constrain the freedom of the institution to configure its academic program. Finally, the policies of accrediting agencies can have the effect of defining whether experiential programs may be included in the curriculum of a college, or whether the college can be accredited. (SW)

ED 260 674 HE 018 671

Broyles, Susan G.
Fall Enrollment in Colleges and Universities, 1983.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-85-301
PUB DATE- 83
NOTE- 140p.; Some tables may not reproduce well due to small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printin
Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Attendance; College Freshmen; *Enrollment Trends; Females; Full Time Students; Graduate Students; *Higher Education; Males; Part Time Students; Private Colleges; Professional Education; Questionnaires; Sex; State Colleges; Student Characteristics; Two Year Colleges; Undergraduate Student
IDENTIFIERS- Public Colleges; United States

Data on 1983 college and university enrollments and trends for the past few years are presented. Information is provided on higher education enrollments by control and level of institution, sex of students, and full- or part-time attendance status. Trends in enrollment during 1976-1983 for the 50 states and the District of Columbia are included. Data are included for first-time freshmen, undergraduate, graduate, first-time graduate, and first-professional students. The following types of postsecondary institutions are included: public, private, private nonprofit; and private proprietary institutions; as well as doctoral-level, comprehensive, general baccalaureate, specialized, two-year, and new institutions. In addition to full-and part-time enrollments, data are included on full-time equivalent of part-time enrollment. The following facts are highlighted: the number of two-year schools was up 5.4 percent, while the number of comprehensive and specialized institutions increased more than 2 percent each; two-year institutions accounted for most of the overall enrollment growth; between fall 1982 and 1983, virtually no change in part-time enrollment occurred; and the number of first-time freshmen declined. Appendices include information on the study methodology, definitions of the types of institutions, and the questionnaire. (SW)

ED 260 687 IR 011 759

Stennett, R. G.
Computer Assisted Instruction: A Review of the Reviews. Research Report 85-01.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; *Computers; Conventional Instruction; Databases; Elementary Secondary Education; *Intermode Differences *Literature Reviews; Microcomputers; Research Methodology; Secondary Schools; Special Education; *Teaching Methods
IDENTIFIERS- *Instructional Effectiveness

This review of the literature on computer assisted instruction (CAI) focuses on the use of CAI with grades K-13, and specifically assesses the relative merits of traditional instruction and CAI in promoting student achievement. Also assessed are the applications of CAI in the area of special education. Three types of reviews are used exclusively: (1) subjective, personal opinion; (2) box score reviews, in which the author gives narrative comments about the studies and reports the proportion favorable to CAI; and (3) meta-analysis, which uses objective procedures to locate studies, quantitative methods to describe study features and their outcomes, and statistical methods to summarize overall findings. The document includes an account of the method of locating studies (the ERIC, Psychological Abstracts, Ontario Educational Resources Information System, and Exceptional Child Educational Resources databases), a description of the document review, definitions, and the problems of terminology. Five major reviews are included: Vinsonhaler and Bass (1972); Edwards, et al. (1975); Burns and Bozeman (1981); Kulik, J. et al. (1983); and Kulik, C. C. et al. (1984). The paper concludes with six generalizations based on the five reviews and a discussion of the future of CAI use, which includes some recommendations. A five page bibliography is attached. (JB)

ED 260 701 IR 011 778

Adamson, Martin; And Others
Policy, Guidelines, and Procedures for the Selection and Classification of Provincially Authorized Learning Resources. Revised.
Alberta Dept. of Education, Edmonton.

PUB DATE- 15 Mar 85
NOTE- 86p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Classification; Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Guidelines; *Instructional Materials; *Media Selection; *Policy; *Resource Materials; *State Standards
IDENTIFIERS- *Alberta; Canada

Intended for use by curriculum committees or individuals charged with responsibility for the selection of provincially authorized learning resources, this document contains guidelines and procedures intended to serve as minimum standard requirements for the provincial evaluation and selection of learning resources. Learning resources are defined as those print, nonprint, and electronic software materials used by teachers or students to facilitate teaching and learning. The contents include: (1) background information; (2) a policy statement; (3) 19 guidelines which outline the responsibilities of various agencies involved and policies for classification, selection, and handling of authorized learning resources; (4) procedures for the evaluation, selection, and authorization of learning resources; (5) responsibilities of the Canadian Exchange for Instructional Materials Analyses (CEIMA); (6) responsibilities of the Computer Software Clearinghouse; (7) definition of terms used in the document; and (8) 12 appendices. The appendices include sample CEIMA forms for materials analyses; tolerance and understanding analysis, synthesis and evaluation guidelines; request for authorization or change in status of a recommended learning resource; and discard policy and procedures. (JB)

ED 260 728 IR 051 230

Horne, Susan H.; And Others
Redundancy Checking Thesaurus. Improved Systems for Managing the Control of Paperwork.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE- Apr 79
NOTE- 343p.; For related document, see IR 051 231.
CONTRACT- HEW-100-77-0117
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Classification; Data Collection; *Educational Resources; Higher Education; Information Retrieval; *Information Systems; *Subject Index Terms; Thesauri; *Vocabulary Development
IDENTIFIERS- Records Management

This document contains classification schedules and a thesaurus o terms for describing federal data collection activities for education. The terms in the classification schedules are grouped and classified hierarchically into 12 major categories: people; students; employees; organizations; education organization functions; public administration functions; federal education assistance programs; organization finances; physical resources; outcomes of education; time periods; and educational subject matter. The schedules serve four functions: (1) they provide a conceptual framework for describing and classifying education terminology and education data collection; (2) they provide terms used to describe survey instruments; (3) they provide the language used to formulate queries for retrieving information from the Redundancy Checking System database; and (4) they provide the classification structure for the glossary. A guide to the correct and consistent usage of classification schedule terms, the thesaurus will be used primarily by those indexing survey instruments for the Redundancy Checking database and those formulating queries at the retrieval stage of the Redundancy Checking System. The thesaurus lists both controlled vocabulary terms and lead-in terms--words and phrases that might occur in survey instruments. All terms are listed alphabetically. An overview, description, and recommendations for use and update are provided for both the classification schedules and the thesaurus. (THC)

ED 260 742 JC 850 450

Skeadas, Gus J.
Financial Reporting Practices in Illinois Public Community Colleg
Lincoln Land Community Coll., Springfield, Ill.
PUB DATE- Aug 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaire
Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Compliance (Legal); *Education
Finance; Educational Legislation; Educational Policy; *Financia
Policy; Two Year Colleges
IDENTIFIERS- *Illinois

A study was conducted to determine how well Illinois' 38 commun
college districts satisfied the needs of board members, creditors
investors, and tax payers for financial information. A list of 38
financial reporting requirements was developed from the requirements of the Illinois Community College Board (ICCB) and guidelines from the Audits of State and Local Government Units, Audits of Colleges and Universities, College and University Business Administration, and National Council on Government Accounting. These requirements were compared with copies of Fisca
Year 1983 audit reports from the 38 districts. The study found: (
total compliance among the colleges was found for the requirement
related to assessment of the fairness of financial statements, unqualified opinion on the auditor's scope, inclusion of three mandatory financial statements, inclusion of the basis of accounting, the use of fund accounting, the inclusion of a schedu
or note on long-term debt, and the avoidance of recording depreciation as an expense; (2) there was a significant lack of compliance with certain of the ICCB requirements (e.g., audit confirmation of all ICCB grants and audit deadlines); and (3) non
of the districts made any attempt to measure their efficiency. (E

ED 260 756 JC 850 46

Miller, Darwin Jay
Analysis of Professional Development Activities of Iowa Communit
College Faculty.
PUB DATE- 85
NOTE- 121p.; M.S. Thesis, Iowa State University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty Development; *Professional Development; Questionnaires; Staff Development; State Surveys; Two Year Colleges
IDENTIFIERS- *Iowa

A study was conducted of the staff development activities of community college faculty in Iowa. A questionnaire was developed and distributed to 302 faculty members from the 15 community colleges in Iowa, requesting them to indicate the number of time they had participated in 25 identified staff development activit during the past year, and the total hours of participation in eac activity. In addition, the respondents were asked to indicate if they participated in the activity during normal working hours, i it was funded by personal finances, and if it led to promotion and/or salary increase. Study findings, based on responses from faculty members, included the following: (1) five activities wer identified as having over 10 mean hours of participation: professional meetings/conferences, area of campus-sponsored inservice training, course work toward an advanced degree, speci projects, and community service work; (2) 26.2% of the total hour of participation took place during normal working hours; and (3) the extent of participation was associated with the faculty members' educational attainment. A literature review and the surv instrument are included. (EJV)

ED 260 770 JC 850 48

Brady, Marilyn H.
Introduction to the Management Process (NS 222): Competency-Based
Course Syllabus.
Chattanooga State Technical Community Coll., TN. Nursing Div.
PUB DATE- 85
NOTE- 17p.; For other course syllabi in Chattanooga State Technic
Community College's Associate Degree Nursing Curriculum, see JC
476-484.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administration; Change Agents; Community Colleges;
Course Descriptions; *Nursing; *Nursing Education; Patients; Tw
Year Colleges

"Introduction to the Management Process" (NS 222) is an associa
degree nursing course offered at Chattanooga State Technical Community College to introduce students to basic management concepts, methods of nursing care delivery, patient classificatio
systems, and methods of enacting change and working as a change agent. Upon completion of the course, students will be able to: (
discuss methods of nursing care delivery; (2) describe the management process as it relates to delivery of nursing care; (3) relate patient classification systems to the process of nursing care assignments; and (4) identify methods of enacting changes in
described situation. The syllabus for NS 222 provides a course description, lists required textbooks, provides a week-by-week outline of course content, lists terminal competencies, and presents evaluation criteria. Specific competencies are listed fo
each course subunit, indicating terms to be defined, concepts to
understood and discussed, etc. Attachments include a comparison o
the characteristics of the inspiring leader and the coercing boss
a list of barriers to delegation of responsibility, and guideline
for completing course assignments. (EJV)

ED 260 785 PS 015 177

Frede, Ellen
Getting Involved: Workshops for Parents.
Administration for Children, Youth, and Families (DHHS), Washingto D.C.
REPORT NO.- ISBN-0-931114-24-1
PUB DATE- 84
NOTE- 307p.
GRANT- ACYF-90-CW-695/01
AVAILABLE FROM- High/Scope Press, High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48197 ($15.00; shipping/handling charge on prepaid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Children; Early Childhood Education; Home Programs; Leaders Guides; *Learning Activities; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Participation; *Par Workshops

This guide for leaders of parent workshops is based on the Getti Involved booklets (which suggest ways parents of children in Head Start, day care, and other preschool programs can support children's learning through everyday family activities using materials at hand). This workshop leaders' guide offers suggestion for helping parents become more involved with their children's learning. Chapter 1 gives specific suggestions for planning, conducting, and evaluating workshops for parents. Chapters 2 through 10 give examples of workshop activities that focus on the following topics: children's attitudes toward learning, play, language, reading, writing, math, science, television, and problem solving. Each of these chapters is divided into sections concernir what parent workshops achieve; often-raised questions; workshop displays; choosing workshop activities; and introducing and generating ideas for activities. Because each group of parents has different interests, concerns, and outlooks, each workshop leader will use the workbook differently to select activities suited to his or her particular group of parents, to modify activities, or t create new activities particularly suited to local parent concerns (DST)

ED 260 800 PS 015 26

Cuneo, Diane O.
Young Children and Turtle Graphics Programming: Understanding Tur
Commands.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Biennial Meeting of the Societ
for Research in Child Development (Toronto, Ontario, Canada, Ap
25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Comprehension; Early Childhood
Education; *Microcomputers; *Perspective Taking; *Programing
Languages; *Spatial Ability; *Young Children
IDENTIFIERS- *LOGO Programing Language; Piagetian Theory; Rule
Application

The LOGO programing language developed for children includes a of primitive graphics commands that control the displacement and rotation of a display screen cursor called a turtle. The purpose this study was to examine 4- to 7-year-olds' understanding of single turtle commands as transformations that connect turtle states and to characterize the nature of their misunderstanding. Children were introduced to a highly simplified turtle graphics environment that included four possible turtle orientations and four legal commands. Children were then shown events consisting o an initial turtle state, a command transformation, and the resulting turtle state. They were asked to indicate the key/comma involved in each event. Most children systematically misunderstoo the commands. Younger ones associated each of the four commands with displacement in a particular direction and rotation to a particular orientation. Overall, most children performed much as Piaget's theory predicts. When the turtle rotated, they tended to focus on features of the final turtle state, ignoring both initia state and transformation information. When the turtle changed location, children seemed to attend to the transformation itself. Younger ones, however, tended to define the displacement from the own or the display screen's frame of reference rather than from t turtle's frame of reference. (Author/RH)

ED 260 815 PS 015 28

Dawson, Brenda; Jeffrey, D. Balfour
Integrating Children's Television Food Advertising Research with Delay of Gratification and Resistance to Temptation Research.
SPONS. AGENCY- National Inst. of Child Health and Human Developme (NIH), Bethesda, Md.; National Science Foundation, Washington,
PUB DATE- 83
NOTE- 32p.
GRANT- NICHHD-12073; NSF-ISP-8011449
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Children; Conflict; *Delay of Gratification; *Eati Habits; Literature Reviews; Observational Learning; *Parent Chi Relationship; *Research Design; *Television Commercials
IDENTIFIERS- Research Integration; Research Results; *Resistance Temptation

This review considers parents' ability to control their childre consumption of heavily advertised, low-nutrition foods and children's ability to control their own consumption of these foo In particular, research on television advertising's effect on children and children's development of the ability to delay gratification and resist temptation is examined. The areas in the television advertising research which are addressed are: (1) the extent of television advertising directed to children; (2) the content of children's commercials and techniques used by advertisers to enhance the content; (3) the effects of televisio commercials on children's actual behavior; (4) the experimental manipulation of children's food preferences via television advertising; and (5) parent-child conflict which is associated wi television advertising. Attention is then turned to an examinati of research on the experimental manipulation of delay of gratification and resistance to temptation. The effects of obervational learning on self-control are also considered. In conclusion, an experimental research paradigm is suggested for providing needed information on the causal relationship between advertising and resistance to temptation. (Author/RH)

ED 260 841 PS 015 3

Asche, Justice Austin; And Others
Social Change and Family Policies. Final Papers, Part 5.
International CFR Seminar (20th, Melbourne, Australia, Augus
19-24, 1984).
Institute of Family Studies, Melbourne (Australia).
REPORT NO.- ISBN-0-642-87081-0
PUB DATE- Mar 85
NOTE- 352p.; For related documents, see PS 015 308-310.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Str
Melbourne, Victoria, 3000, Australia (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Persona
Viewpoints/Position Papers/Essays (120) Reports -
Research/Technical (143)
DESCRIPTORS- *Demography; Family (Sociological Unit); *Family
Family Structure; *Federal Legislation; Global Approach;
Guidelines; Older Adults; *Program Administration; Public Po
Social Change; *Social Problems; Welfare Services; Youth
IDENTIFIERS- *Australia; China; Equal Rights; Family Law; *Fam
Policy; France; Income Security; Netherlands; Population Pol
Quebec; Shared Housing; Social Policy; West Germany

This document contains final papers presented at an Internat
Committee on Family Research (CFR) seminar; included are key,
discussant, and free papers as well as closing and farewell
addresses. Key papers covered (1) worldwide trends in
administrating family policy and (2) work, economic policies,
welfare consequences and responsibilities. Clio Presvelou's "W
Survey on Availability of Family Policy Guidelines," Jacquelin
Ancelin's "Family Policy and Social Changes in France," and Pi
Cliche's "Quebec's Family Policy: Social Policy or Demographic
Policy" address the first topic. Orjan Hultaker's "Income Secu
Policies and the Application of Marginal or Universal Approach
addresses the second. Discussant papers focus on several confe
issues, including the desirability of supporting the family an
pressures, conflicts and expectations of family life; major
demographic trends affecting family policy; worldwide trends i
administration of family policy; youth policies and the
family/work/education relationship; and legal regulation of th
family and the effect of changes in family law. Free papers ar
Zhangling's "Effects of Population Policy on Families in
Contemporary China"; Wolfgang Voegeli and Barbara Willenbacher
"Family Policy and the Implementation of the Constitutional Eq
Rights Clause in the Federal Republic of Germany"; Iteka Weeda
"Changing Ideals about the Family and Other Life Styles in The
Macro-Sociological Significance in the Netherlands"; and Gordo
Streib's "Family Change and Social Policy: Shared Living for th
Elderly." The document concludes with Don Edgar's closing addre
and farewell addresses by Lazlo Cseh-Szombathy, Andre Rauget,
Roland Eckert, and Don Edgar. (RH)

ED 260 883 RC 015 4

Little, Mickey; Peterson, Lin
Planning a Class Camping Trip. ERIC Digest: Outdoor Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las C
N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D
PUB DATE- Feb 85
NOTE- 14p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Clas
Use - Teaching Guides (For Teacher) (052) Information
Analysis/State-of-the-Art Materials - ERIC Information Analy
Products (071)
DESCRIPTORS- Adventure Education; *Camping; *Class Activities;
Elementary Secondary Education; Followup Studies; Guidelines
Learning Activities; Outdoor Activities; *Outdoor Education;
*Planning; *Resource Materials; *Teacher Role
IDENTIFIERS- ERIC Digests

A well-planned class camping trip is a learning adventure wh
develops personal values, generates lifelong learning skills,
encourages group cooperation, and enhances knowledge of and
appreciation for natural environments. This digest is a guide
help teachers offer this unique learning opportunity to their
students. Separate sections present prerequisites for the trip
(group goals/objectives); basic considerations (group age, ski
available time, travel modes/distances, weather); activities t
provide specific learning expectations; assessment of sites an
facilities; and options for grouping adults/students to mainta
1 to 8-12 ratio. Another section details required advance plan
activities: determining goals, preparing activity schedules,
reviewing camping skills, training adult leaders, scheduling
transportation, reserving camp sites, determining costs, colle
payments, preparing for weather and emergency situations, maki
kaper chart to distribute camp chores, choosing menus, securin
food supplies, procuring camping equipment, reviewing safety
procedures, making emergency plans, defining/discussing group
and regulations, and determining school policies and procedure
section suggests follow-up activities: continuing classroom
learning experiences, cleaning and returning equipment, writin
thank-you notes, and preparing written student and adult evalu
reports. A final section lists resources for finding informati
camping skills, trip planning, adventure activities, recreatio
programs, touring, program administration, etc. (NEC)

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ED 260 913 SE 045

Postel, Sandra
Conserving Water: The Untapped Alternative. Worldwatch Paper 6
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-67-4
PUB DATE- Sep 85
NOTE- 71p.
AVAILABLE FROM- Worldwatch Inst., 1776 Massachusetts Ave., NW,
Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Conservation (Environment); *Depleted Resources;
Natural Resources; Recycling; Technology; *Water; *Water Res
*World Problems
IDENTIFIERS- Irrigation; Management Practices

This report addresses the global concern of water developmen
stresses the need for management of the water demand. Investme
in water efficiency, recycling, and conservation are recommenc
over conventional water supply projects for greater cost benef
and production yield. Topic areas include: (1) water use trenc
major crop producing regions; (2) investments in irrigation
efficiency (with explanations and analyses of gravity systems,
surge irrigation, sprinkler designs, micro-methods, and pitche
techniques); (3) new cropping patterns (containing data on the
effects of conservation tillage on water storage and data on w
consumption rates of selected crops); (4) recycling and reuse
projects (including a listing of selected sites of large-scale
water reuse programs); (5) urban water conservation problems
(specifying savings with water efficient household fixtures);
(6) impact factors (technology, management practices, and
governmental policies). (ML)

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ED 260 928 SE 045

Renner, John W.; And Others
Biology. Student Investigations and Readings. Investigations
Natural Science.
Costa Rica Univ., San Jose. Research Inst. for the Improvemen
Costa Rican Education.; Norman Independent School District
Okla.
PUB DATE- 85
NOTE- 164p.; For teacher's guide see SE 045 967. A joint proj
the Science Education Center, University of Oklahoma and th
Science Department, Senior High School of Norman Public Sch
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cla
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; High Schools; *Learning Processes; *Sc
Activities; Science Education; *Science Experiments; *Secon
School Science

Investigations in Natural Science is a program in secondary
biology, chemistry, and physics based upon the description of
science as a quest for knowledge, not the knowledge itself. T
student manual contains the 18 biology investigations. These
investigations focus on concepts related to: organisms;
classification; populations; producers; food chains; ecosyste
cells; cell transport; circulation; calories; digestion; brea
responses; locomotion; cell division; reproduction; inheritan
and homeostasis. Each investigation (which is accompanied by
student reading, with questions to answer) includes activitie
related to the three learning cycle components, namely,
exploration, conceptual invention (the idea), and expansion c
idea. (JN)

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ED 260 942 SE 045

Hurd, Paul DeHart
Update on Science Education Research: The Reform Movement.
PUB DATE- 5 Feb 85
NOTE- 20p.; Paper presented at a Meeting of the Appalachia
Educational Laboratory, Inc., RDIS Training Workshop (San
Francisco, CA, February 5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Description
Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- Curriculum Development; *Educational Change;
*Educational Objectives; Educational Research; Educational
*Science Curriculum; Science Education; *Science Instructi
Technology
IDENTIFIERS- Excellence in Education; *Science and Society;
Education Research

This presentation focuses on bridging one of the many gaps
exist between educational research and the practice of scien
teaching, examining research (known as qualitative research)
involved the analysis, synthesis, and interpretation of data
serve practical ends better. Data analysis is done in a syst
way to identify conditions, themes, concerns, and circumstan
stimulating the demand for educational reform in American sc
The database for this research is derived from educational i
that have their origin in social processes and from those ge
by public pressure (such as the back to basics movement and
evolution/creation controversy). The presentation also discu
research findings on the flavor and mode of the reform movem
science education in the United States. A summery of
recommendations found in these national studies (which used
naturalistic research techniques) shows several patterns of
agreement on new directions for science education. For examp
overall purpose of education in the sciences is to develop
culturally literate and responsible citizens for participati
modern science/technology oriented democracy. In addition, t
curriculum should be a balance of science and technology pre
as an integrated system and include both biological and phys
science concepts. (JN)

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ED 260 957 SO 016

Sekiguchi, Reiko W.
Learning by the Aged in Japan.
PUB DATE- Nov 84
NOTE- 33p.; Paper presented at the International Seminar on
Gerontology (Toronto, Ontario, Canada, November 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confe
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Aging (Individuals); Comparati
Education; Course Content; Demography; *Educational Needs;
Countries; Interests; Learning Processes; Learning Readine
Leisure Time; *Lifelong Learning; Nonformal Education;
Nontraditional Education; *Older Adults; Recreation; Recre
Activities; Retirement; Teaching Methods; Values
IDENTIFIERS- *Japan

This paper discusses demographic changes in Japan, the sou pleasure of the retired Japanese senior citizen, and lifelon learning. It also describes a study that examined learning preferences of Japanese senior citizens. Data for 1983 show life expectancy has increased in Japan to 74.20 years for ma 79.78 for females. The level of education of the total popul is rising. Surveys have found that retired Japanese find ple in their families, friends, and work. However, it has also b found that as people become older, they want to learn and st enrichment. With people living longer and needing lifelong education, education should not only include formal educatio also the informal transmission of values, knowledge, and ski When asked what they would like to learn most, senior citize one Japanese town expressed interest in religion and differe kinds of arts. They showed little interest in practical kin topics; they were, however, interested in courses dealing wi problems. In part because of their generally low level of fo education, the present generation of the aged are passive an prefer collective learning methods. They are also most likel take subjects when they are influenced by others. This, howe can be expected to change with the predicted dramatic rise i population's educational standard. (RM)

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ED 260 970 016

Alfred Nobel and the Nobel Prizes. Fact Sheets on Sweden.
Swedish Inst., Stockholm.
PUB DATE- Aug 84
NOTE- 4p.
AVAILABLE FROM- Swedish Institute, P.O. Box 7434,
Stockholm, Sweden (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints (120) [illegible]
DESCRIPTORS- *Awards; Biographies; Chemistry; Economics;
History; Global Approach; Literature; Medicine; Peace;
Physics; Physiology
IDENTIFIERS- Fact Sheets; *Nobel (Alfred); *Nobel Prizes;

The life and personality of Alfred Nobel and the Nobel Prizes
established by his will are discussed. Nobel was a 19th century
Swedish industrialist who was fluent in six languages. He in
dynamite. At his death in 1896, his estate amounted to 33,2
His will stipulated that the income from his estate should be
divided annually into five equal parts and distributed as pr
those who during the preceding year had conferred the greatest
benefit on mankind. The fields embraced by the prizes reflect
Nobel's personal interests: physics, chemistry, physiology or
medicine, literature, and peace. The Nobel Foundation was set
as legatee and administrator of the Nobel fund capital, while
various bodies named in the will agreed to award the prizes.
Bank of Sweden, at its tercentenary in 1968, instituted a Pr
Economic Sciences, pledging an annual amount to the Nobel
Foundation equal to one of the regular Nobel Prizes. Candidates
the Nobel Prizes must be proposed by qualified individuals or
groups. Special committees examine the proposals and announce
winners in mid-October of each year. Presentation ceremonies
held in Sweden and in Norway in December. (RM)

Neasman, G. E., Comp.; And Others
Follow-Up Review of the 1982 Analysis of Operation, University of Mississippi School of Dentistry. Report to the Mississippi Legislature.
Mississippi State Legislature, Jackson. Performance Evaluation and Expenditure Review Committee.
PUB DATE- 31 Jul 84
NOTE- 52p.; For related document, see HE 018 572.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *College Administration; *Dental Schools; Government School Relationship; Higher Education; *Institutional Evaluation; *Money Management; Operating Expenses; Quality Control; School Accounting; School Organization; State Government; *State Universities
IDENTIFIERS- *University of Mississippi School of Dentistry

Results of a followup legislative review of the operation of the University of Mississippi School of Dentistry are summarized. An initial 1982 evaluation of the dental school revealed numerous deficiencies in financial and operational management. Among other things, the 1982 report concluded the the dental school, the third smallest in the United States, is a high-cost institution that expends 58 percent more than the national average to educate its students and receives more state appropriated funds per Doctor of Dental Science equivalent than any other U.S. dental school. Of 54 recommendations that were reevaluated by the legislative committee, 47 had been addressed and acted upon by the school. Ten recommendations were not addressed because the institutions of higher learning contended that academic and curricular matters were not subject to legislative review. A brief overview is provided on actions taken by the dental school to improve in the following areas: organizational structure, institutional and educational structure, accounting procedures and related controls, selected areas of operation, and cost reduction and revenue increase measures. For 26 of the findings contained in the 1982 review, a chart outlines the recommendations to the dental school, and the actions taken by the school. (SW)

ED 260 660 HE 018 655

Declining Dental School Enrollments: Influencing an Orderly Retrenchment.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- Jun 85
NOTE- 13p.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Applicants; *Declining Enrollment; *Dental Schools; Dental Students; *Dentists; *Economic Factors; Enrollment Trends; *Geographic Regions; Higher Education; *Labor Supply; Population Trends; Public Policy; Retrenchment; Student Costs
IDENTIFIERS- *United States (South)

Dental school enrollments and the supply and demand of dentists in the United States and the south are examined. The growth in the supply of dentists in the South is related to an improved economy in this region and a rapid population increase. In addition to producing a large number of dental school graduates, the South is attracting graduates of schools outside the South. A reduced demand for dental services is linked to improved oral hygiene, the wide use of flourides, and the fact that dental care is often deferred because dental expenses usually are paid by the consumer. Between 1980 and 1984, first-year dental school enrollments declined 16.3 percent in the United States and 20.3 percent in the South. The number of applicants has decreased from 14,807 in 1975-1976 to 6,200 for 1985-1986. In 1976, dental schools accepted only 40 percent of applicants, while 77 percent were accepted in 1984. Reasons for declining application rates include: rapid increases in dental school costs; high debt among dental school graduates; and reduced earning potential in dentistry. Since dental school enrollments are likely to continue to decline, options that might be helpful to states with public dental schools are identified. Data on 1980-1984 first-year and total dental school enrollments in 14 southern states and the United States are included, along with data on cost-per-student. (SW)

ED 260 714 IR 051 214

Evans, John E.
A Feasibility Study for the Development of Fee Based Services in Academic Libraries: Report to the Vice President for Business and Finance, Memphis State University.
Memphis State Univ., Tenn. J. W. Brister Library.
PUB DATE- May 84
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Feasibility Studies; *Fees; Higher Education; Information Needs; Information Retrieval; *Information Services; Information Storage; Library Administration; *Library Automation; Library Research; *Library Role; *Library Services; Library Surveys; User Satisfaction (Information)
IDENTIFIERS- *Memphis State University TN

This study is designed to illuminate some of the issues, options, and activities related to developing fee based information services at a large academic library, and to suggest the feasibility of developing such services at Memphis State University Libraries. The basis for the study is the realization that libraries, through automation, a changed philosophy about their role, and finance models, can possibly offer some solutions to the problems confronting them by extending and exploiting their information storage and retrieval and generalized information handling talents. The study comprises three sections: (1) a literature review designed to address the scope and range of current activities at other academic libraries; (2) a survey of representative libraries designed to elicit their descriptions and comments on fee based services; and (3) a summary of conclusions, inferences, and remaining questions appropriate to the topic. Specific methodologies are discussed in the first and second sections. Appendices include the survey instrument, survey results, the survey mailing list, and a bibliography. (Author/THC)

ED 260 828 PS 015 29

Helmich, Edith
Kindergarten Schedules: Status of Patterns in Illinois and a Rev
of Research.
**Illinois State Board of Education, Springfield, Dept. of Plannin
Research and Evaluation.**
PUB DATE- Jun 85
NOTE- 22p.; For other papers in this series, see PS 015 295-305.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Educat
Change; Educational Trends; *Enrollment; *Kindergarten; *Outco
of Education; School Readiness; *School Schedules; State Surve
IDENTIFIERS- Alternate Day Programs; Full Day Programs; Half Day
Programs; *Illinois

Increasing numbers of parents, educators, and legislators have questioned whether half-day kindergarten schedules are adequate prepare children for the first grade, particularly since full-da kindergartens are being offered in some public and nonpublic schools. This report, one of several background papers for a comprehensive policy study of early childhood education, identif and defines the different types of kindergarten schedules being used in Illinois school districts and reviews research which identifies the effects that different types of schedules have on student outcomes, especially those related to achievement or readiness measures. Specifically addressed in the report is a comparison between half-day, alternate day, and full-day kindergarten programs. In addition, the findings are summarized discussed in terms of policy implications in Illinois. The repor excludes issues of cost or facility. Half-day kindergartens predominate in Illinois; however, an examination of scheduling during recent years reveals an increase in participation in alternate day and full-day schedules. The 1984-85 data from the State Board of Education records show that 2,431 public schools operate a kindergarten program. Of these, approximately 87 are half-day, 5 are alternate day, and 8 are full-day programs. The summary reviews the advantages and disadvantages of each program with strong support being given to full-day schedules. Reasons f adoption of a full-day schedule are: to meet the needs of disadvantaged students or those not academically ready who can benefit from extra preparation for first grade, to provide an enrichment program for advanced or gifted children, and to reduc transportation costs. (DST)

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ED 260 855 RC 015 3

Lithman, Yngve Georg
For Better or Worse: Contemporary Social, Cultural and Economic
Changes in Europe and Their Significance for Cultural and
Educational Policies. The CDCC's Project No. 7: "The Educatio
Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(85)13
PUB DATE- 12 Feb 85
NOTE- 26p.; For related documents, see ED 253 376 and RC 015 37
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (
DESCRIPTORS- Change; *Cultural Influences; *Economic Factors;
*Educational Policy; Foreign Countries; Migration Patterns; Q
of Life; *Social Change; *Sociocultural Patterns
IDENTIFIERS- *Europe

Contemporary demographic, economic, political, and social cha
in Europe are influencing cultural and educational processes.
International migration, internal migration from rural to urban
centers, emergence of the welfare state, professionalization of
society, technological advancement, and changes in occupational
structure and the situation of women are impacting on family an
working life and the standard of living/quality of life. A
decontextualising of social life has occurred. Involved in the
transition to new modes are the dehistorication of history, the
lack of predictability, the consequences of "homelessness," the
collapse of working-class culture, change in identity formation
emergence of the youth culture, structural paralysis, and
"handing-over" of life decisions to professionals. The
extraordinary complexity of these changes forces a reconsiderat
of educational and cultural policies. Standardized solutions mus
be reconciled to the variety in the local communities by change
educational and cultural authority structures, thinking process
and personnel training. The educational system should be "groun
to everyday life, particularly language teaching to immigrants,
should provide opportunities for a wide range of multicultural
exchanges. Those defining and implementing cultural and educati
policies must recognize the creative forces at play and provide
opportunities for them to become sources of unity and cooperati
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ED 260 869 RC 015 4

Tippeconnic, John W., III
Public School Administration on Indian Reservations.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cr N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC
PUB DATE- Sep 84
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; *American Indian Education; *American Indian Reservations; Elementary Secondary Education; Enrollment; *Information Sour *Public Schools; Rural Areas; Urban Areas
IDENTIFIERS- ERIC Digests

In addition to presenting a brief picture of the public schoo administrator on an Indian reservation, this digest identifies issues and problems, suggests ways for administrators to deal w those problems, and provides possible resources which can be of assistance. After citing public school enrollment at 176,000 In students attending 800 public schools on or near reservations, special challenges faced by the administrator are described. So challenges include the additional responsibilities of working o near reservations, isolation of some communities, staffing prob due to isolation, community interaction and communication, integration of language and cultural education into the regular curriculum, understanding the impact of federal policy, and understanding tribal policy. Educational standards, funding, pu relations, staffing, and student attendance are identified as m issues. Recomendations emphasize analyzing these issues from educational, economic, political, and cultural perspectives. Special resources available are cited including the Bureau of Indian Affairs, the Department of Education, national organizations, journals, the ERIC Clearinghouse on Rural Educat and Small Schools, and the Bilingual Clearinghouse. (PM)

ED [illegible] FL 015 171

AUTHOR [illegible] Branson
TITLE Effect of [illegible]
PUB DATE [illegible]
NOTE [illegible] Master's Thesis, [illegible] University.
LANGUAGE English
EDRS PRICE [illegible]
PUB TYPE Reports - [illegible] (142) Information Analyses - State of the Art [illegible] (070) Dissertations/Theses - Master Theses (042)
DESCRIPTORS *Classroom Techniques; *Cultural Influences; *English (Second Language); Literature Reviews; *Reading Instruction; *Second Language Instruction; *Teacher Effectiveness; Teaching Methods

This paper presents an examination of the currently most promising approaches to reading instruction in English as a second language (ESL), of the factors which make the ESL teacher more effective, and suggests ways these important factors can be used in instruction. The study is based on a review of the literature and interviews with experts in the field. The literature revealed a strong emphasis on the psycholinguistic approach to teaching, which focuses on thorough understanding on the reader's part of the reading material and entails an appreciation of the cultural, linguistic, and historical differences between the student's native language and culture and the American language and culture. It is concluded that ESL teacher training should include a course in reading instruction with this approach, and that ESL reading materials development should use this approach. Further study is recommended to apply the approach to such classroom issues as grouping students by learning goals, targeting specific cultural groups, and accommodating age groups. Wider dissemination of information to teachers and administrators about the psycholinguistic approach to reading is also recommended. (MSE)

ED 260 771 JC 850 48

Green, Elizabeth G.; And Others
Utilization of Skills in the Application of the Management Proces
(NS 239): Competency-Based Course Syllabus.
Chattanooga State Technical Community Coll., TN. Nursing Div.
PUB DATE- 85
NOTE- 61p.; For other course syllabi in Chattanooga State Technic
Community College's Associate Degree Nursing Curriculum, see JC
477-483.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administration; *Community Colleges; Course Content
Course Descriptions; *Course Objectives; Course Organization;
Diseases; *Nursing; *Nursing Education; Patients

"Utilization of Skills in the Application of the Management Process" (NS 239) is an associate degree nursing course offered a Chattanooga State Technical Community College to prepare students to assume the role of planner and coordinator of patient care. Th course focuses on competencies related to the care of patients wi deviations of the immune response, cellular growth, hematology, urinary, reproductive, and integumentary subsystems. The course syllabus for NS 239 begins with information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk of the syllabus presents competencies, assignments, and questions keyed to the textbook for each of the eight course units. The units focus on: (1) care of the patient with deviations of the urinary subsystem; (2) care of the patient with deviations of the reproductive subsystem; (3) care of the patient with deviations of the immune system; (4) care of the patient with deviations of cellular growth; (5) care of the patie experiencing loss; (6) care of the patient with deviations of the integumentary subsystem; (7) care of the patient with deviation o the blood and blood forming organs; and (8) nursing care in emergencies and disasters. Finally, clinical objectives for each unit are presented. (LAL)

ED 260 899 SE 045

Pettigrew, Chenits, Jr.; Hiatt, Diana Buell
Engineering Curriculum as Affected by Corporate Giving.
PUB DATE- 3 Apr 85
NOTE- 99p.; Paper presented at the Annual Meeting of the Ameri
Educational Research Association (Chicago, IL, March 31-Apri
1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confere
Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; Curriculum Development; *Dono
Engineering; *Engineering Education; *Industry; *Private Fin
Support; *School Business Relationship
IDENTIFIERS- *Engineering Curriculum

This study investigated the effects of corporate financial s on the University of California Los Angeles (UCLA) School of Engineering and Applied Sciences (SEAS) curriculum. The study evolved out of growing concerns that many university educators related to the mushrooming of university efforts to secure corporate financial support without controlling the limits of corporate pressure on university decision-making. Major areas considered were: (1) the concerns that UCLA/SEAS Industrial Associates (IA) have relative to the content and development o UCLA/SEAS curriculum; (2) SEAS faculty concerns regarding impa increased IA contributions on the content and development of t SEAS curriculum; and (3) evidence that faculty cite as negativ curricular effects of increased corporate giving through the I program. Among the findings (obtained from analyses of intervi and such documents as contract reports and minutes of various meetings) are those indicating that although both groups expec curricular change, SEAS faculty do not expect to implement cha at the pace expected by the IA representatives, that IA organizations must more clearly define the nature and purpose their relationship with SEAS, and that the IA liaison is appoi more often by role in the IA organization than by school affiliation. (JN)

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ED 260 914 SE 045

Martel, Henry J.; Mehallis, George
An Analysis of a Low-Stress Algebra Class Designed for "Math
Community College Students: Learning Theory and Application
PUB DATE- 1 Feb 85
NOTE- 20p.; D.Ed. practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Algebra; *College Mathematics; Community Colleg
*Counseling; Educational Research; Higher Education; *Mathem
Anxiety; *Mathematics Instruction; Sex Differences; *Teachin
Methods
IDENTIFIERS- *Mathematics Education Research

This study sought to determine the effectiveness of augmenti
instruction of "math-anxious" community college algebra studen
with a counselor. The control group, with about 25 students, w
comprised of students in Term I (August-December 1984) who rec
algebra instruction in the traditional lecture method. The
experimental group, also with about 25 students, contained stu
in Term I who were primarily self-identified as "math-anxious"
received counseling throughout the term in addition to the sta
lectures. No significant difference was found between scores o
final examination, a standard college-wide test. The two group
performed about equally throughout the term. However, some suc
for counseling was indicated by the fact that even though
experimental students had a lower grade point average, more co
group students actually failed the course. Six recommendations
included. (MNS)

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ED 260 971

Johnston, Donna Kay
Moral Problem Solving: A Pilot Study of Adolescent's Abil
Both Moral Orientations.
PUB DATE- Aug 84
NOTE- 41p.; Paper presented at the Harvard International Conf
on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confer
Papers, "Papers Presented at..."
DESCRIPTORS- *Adolescents; Age Differences; Females; *Inter
Values; *Problem Solving; *Sex Differences; Social
Research; *Value Judgment
IDENTIFIERS- *Moral Reasoning

This study examined whether male and female adolescents hav
facility in using a response orientation and a rights orien
in solving moral problems. A person using a response orientat
discussing moral dilemmas considers the moral problem as
relationships or of response, i.e., how to respond to others
their particular situations. A person using a moral orientat
rights construes the moral conflict as issues of
between self and others (including society). The rights orie
resolves dilemmas by invoking impartial rules, principles, st
standards. Participating in the study were eight adolescents
equally divided between boys and girls who were 11 and
age. The adolescents were read moral dilemmas embedded in
and asked how they would solve them. Results showed that both
used both orientations, but there was a tendency for female
adolescents to use both orientations or switch orientation
the discussion of one dilemma, while males often used one
orientation for one dilemma and the other orientation for the
second. There was a tendency for females to use the response
orientation more frequently. (RM)

ED 260 606 HE 018 554

Dunkle, Sondra E.
Use of Mastery Learning Approach in Allied Health Programs: Emergence of Higher Education.
PUB DATE- Dec 84
NOTE- 40p.; Doctoral Practicum Paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Allied Health Occupations Education; Comparative Analysis; Competency Based Education; Curriculum Development; *Educational Objectives; Higher Education; Learning Modules; *Mastery Learning; Mastery Tests; Medical Education; Nursing Education; *Physical Therapy; Social Work; Teacher Attitudes
IDENTIFIERS- *California State University Fresno

Disadvantages and advantages that physical therapy and allied health programs have encountered in utilizing a mastery learning approach are identified, based on a literature review and questioning of health educators. Recommendations concerning the implementation of this approach at California State University, Fresno are offered, along with a time table for the post-baccalaureate curriculum. Experiences with mastery learning by the following disciplines are covered: physical therapy, nursing, medicine, and social work. The following problems (and effective solutions) are considered: time commitment for developing a mastery learning curriculum, faculty resistance to change and lack of knowledge about developing learning packages, costs to produce modules, registration problems, and difficulties in measuring all unit objectives on one unit exam. Advantages of mastery learning include: competencies and standards for mastery are preset and clear; the use of competencies encourage faculty to develop relevant learning experiences; faculty spend less time lecturing and become resource persons and managers of educational processes; and increased frequency of testing provides feedback and redirects learning efforts. A comparison of mastery learning and competency based education on various components is included. (SW)

ED 260 620 HE 018 572

Barber, James A.; And Others

An Analysis of the Operation of the University of Mississippi School of Dentistry.

Mississippi State Legislature, Jackson. Performance Evaluation and Expenditure Review Committee.

PUB DATE- 9 Dec 82

NOTE- 202p.; For related document, see HE 018 571.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Change Strategies; *College Administration; *Dental Schools; Government School Relationship; Higher Education; *Institutional Evaluation; *Money Management; Operating Expenses; Quality Control; School Accounting; School Organization; State Government; *State Universities

IDENTIFIERS- *University of Mississippi School of Dentistry

The effectiveness of the financial management practices and the efficiency of the operations of the University of Mississippi School of Dentistry were evaluated, and recommendations to improve operations were offered by the legislative review committee. While the primary emphasis was effective cost management, attention was also directed to: the school's history, enrollments, curriculum, educational philosophy, and school size. The present organizational structure was also assessed, including recruitment of dental school employees, compensation, and employee benefits. Additional areas of analysis were: expenditures per student, tuition, institutional costs, revenue sources, clinic facility utilization, learning resources facility utilization, dental school applicants, accounting procedures and related controls, budgeting, travel, free care, and an intramural private practice plan. Findings include: the dental school expends 58 percent more than the national average to educate its students; the school is ranked low nationwide in sponsored research revenue, tuition income, and clinic income; the school admits only in-state residents as dental students; and the value of the schools' supply inventory is materially understated due to inadequate inventory and accounting procedures. (SW)

ED 260 633 HE 018 622

Permaul, Jane Szutu
Monitoring and Supporting Experiential Learning. PANEL Resource Paper #5.
National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

PUB DATE- 82
NOTE- 20p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; College Students; *Experiential Learning; Feedback; *Field Experience Programs; Higher Education; Internship Programs; *Practicum Supervision; *Recordkeeping; *Student Evaluation; Student Experience; Supervisory Methods

The role of instructional personnel in supporting students on field experience assignments is discussed. After identifying current monitoring practices, attention is directed to: making effective use of experience for learning, making progress toward learning objectives, providing students feedback, providing additional resources, and continuously documenting learning. The process of documenting the field work in journals, logs, or field notes allows students to commit their experience to words, and periodic reflection on the writings may help students to generalize and to formulate new concepts. One form of journal recording uses critical incidents as foci for reflection, while another approach asks students to record by describing learning experiences encountered. Seminars and individual conferences are best used for interaction, sharing of experiences, and feedback. Two instruments allow the students to self-monitor while providing the instructor and field supervisor similar information: a matrix form to record student achievement along developmental indicators in relationship to learning objectives, and activity sheets to document achievement of learning contract objectives. Effective monitoring/support of learning requires clear learning objectives and activities. (SW)

ED 260 647 HE 018 636

Berte, Neal; And Others
Opportunity for Excellence: The Lessons Learned by Five Colleges.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Mar 85
NOTE- 21p.; This report is the result of a Ford Foundation Conference on the Future of the Undergraduate College (Bradford, MA, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Change Strategies; College Administration; College Presidents; College Role; Educational Change; *Educational Quality; Higher Education; Institutional Advancement; *Liberal Arts; *Private Colleges; *Small Colleges; Undergraduate Study
IDENTIFIERS- Alverno College WI; Bard College NY; Birmingham Southern College AL; Bradford College MA; *Excellence in Education; Institutional Mission; *Institutional Vitality; Scripps College CA

Lessons learned by five small, private colleges about meeting the challenges facing higher education are described. Each of the colleges developed a unique educational program emphasizing the liberal arts that responds to current challenges. Each school has experienced increased enrollments and retention, growth in endowments and plants, larger alumni giving and foundation support, and enhanced quality in academic programs. The presidents of the colleges were brought together to see if there were common threads in their institutional experiences and whether what they learned might be useful to other colleges. The following are the colleges and their presidents: Alverno College (Joel Read), Bard College (Leon Botstein), Birmingham-Southern College (Neal Berte), Bradford College (Arthur Levine), and Scripps College (John Chandler). After the presidents' meeting, their conclusions were shared in a symposium with 25 outstanding American educators, scholars, journalists, and business and association officials. The lessons can be summarized as follows: (1) the present is a time of opportunity for American colleges; (2) sound management is essential for colleges today, but it is not enough; (3) focusing on education is the best remedy for the challenges facing colleges and universities today; (4) colleges can prosper by embracing the liberal arts; and (5) colleges of all types have the ability to succeed today. The institutional mission of each college is reported in an appendix. (SW)

ED 260 661 HE 018 656

Strickland, Ora L., Ed.; Damrosch, Shirley P., Ed.
Research in Nursing Practice, Education, and Administration: Collaborative, Methodological, and Ethical Implications. Proceedings of the Research Conference of the Southern Council on Collegiate Education for Nursing (3rd, Baltimore, Maryland, December 2-3, 1983).
Maryland Univ., Baltimore. School of Nursing.; Southern Council on Collegiate Education for Nursing, Atlanta, GA.
PUB DATE- Dec 83
NOTE- 161p.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.S., Atlanta, GA 30309 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Faculty; *College Programs; Continuing Education; *Cooperative Programs; Diseases; *Ethics; Grade Inflation; Health Services; Higher Education; Interdisciplinary Approach; Models; Nursing; *Nursing Education; Plagiarism; Program Administration; *Research Methodology; *Research Projects
IDENTIFIERS- Nursing Research

Collaborative research in nursing is discussed in five papers from the 1983 conference of the Southern Council on Collegiate Education for Nursing. Also included are 32 abstracts of nursing research, focusing on clinical practice, as well as nursing education and research models. Paper titles and authors are as follows: "Building a Climate for Collaborative Research" (Joanne Horsley); "Establishing and Implementing Collaborative Investigations" (Carolyn A. Williams); "Ethical Aspects of Collaborating with Clients" (Shirley P. Damrosch); "The Ethics of Inter-Discipline Collaboration" (Oscar C. Stine); and "Ownership of Data and Plagiarism in Research" (Carolyn F. Waltz). Abstracts of clinical research cover topics such as head injuries and risk of coronary heart disease. Abstracts on nursing education cover: grade inflation in an associate degree nursing program, power sharing in university nursing programs, perceptions of top academic nurse administrators' on their job requirements, collaboration in continuing education for nursing, and nursing faculty perceptions of an integrated curriculum. Additional abstracts cover topics such as: models for multivariate effect size estimation in clinical nursing research, Q methodology in nursing research, and a collaborative model for developing nursing theory. (SW)

ED 260 675 HE 018 754

Mortimer, Kenneth P.; And Others
Flexibility in Academic Staffing: Effective Policies and Practices. ASHE-ERIC Higher Education Report No. 1, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse o Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-20-9
PUB DATE- 85
NOTE- 121p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, One Dupront Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Administration; *College Faculty; Contracts; Early Retirement; *Employment Practices; Faculty Evaluation; Financial Policy; Financial Problems; Higher Education; Models; Nontenured Faculty, Part Time Faculty; *Personnel Policy; Probationary Period; Quotas; *Resource Allocation; Retraining; *Retrenchment; *Tenured Faculty
IDENTIFIERS- *Faculty Reassignment; Program Discontinuance

Academic staffing practices used at four-year colleges and universities are identified, and recommendations are offered for achieving staffing flexibility in the face of conditions such as scarce resources. In addition to considering faculty flow models (e.g., Markov models and simulators) as a management/planning tool to evaluate personnel and fiscal strategies, four reallocation and reduction strategies are examined: across-the-board attrition, across-the-board decrements, selective attrition, and selective decrements. General factors that limit an institution's flexibility in managing scarce resources and adapting to environmental uncertainty include: excessive external budgetary controls, limited time to respond to change, limited capacity to reallocate resources, and internal opposition. The following 13 staffing practices are examined: flexibility in tenure and staffing, control of academic positions by attrition, contract systems, nontenure-track appointments, part-time appointments, tenure quotas, extended probation and suspension of "up-or-out" rules, stricter tenure standards, review of tenured faculty, early retirement incentives, retrenchment, closure of academic programs, and retraining and reallocating faculty. (SW)

ED 260 688 IR 011 760

Harvey, Wayne
Designing Educational Software for Tomorrow.
SRI International, Menlo Park, Calif.
PUB DATE- May 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Artificial Intelligence; Cognitive Style; *Courseware; Design Requirements; *Environmental Influences; *Instructional Design; Instructional Development; *Learning Strategies; *Microcomputers; Quality Control; Teaching Methods
IDENTIFIERS- *Software Design

Designed to address the management and use of computer software in education and training, this paper explores both good and poor software design, calling for improvements in the quality of educational software by attending to design considerations that are based on general principles of learning rather than specific educational objectives. This approach also focuses attention on the student-computer segment of the wider context in which learning occurs and which includes the external environment, e.g., the school, the home, and cultural institutions, as well as other individuals, e.g., parent, teacher, fellow students, who affect the interactions between the student and the computer. Topics discussed include: (1) goals for computer use in education; (2) the software design process and the source of quality productions; (3) student orientation to software; (4) student interaction with hardware and software; (5) ways to facilitate student understanding; (6) promising directions to pursue; and (7) the Advanced Instructional Technology Program at SRI International. Included are diagrams which illustrate the concepts of software types and learning skills, educational software development, design considerations for educational software, and the interaction of computer science and cognitive engineering. The paper concludes with a call for instructional designers to use information on how people store, manipulate, and process knowledge in the design of educational software. (JB)

ED 260 702 IR 011 779

Proceedings of the Annual Conference on "The Role of the Computer i
Education" (5th, Arlington Heights, Illinois, February 20-22,
1985).

Micro-Ideas, Glenview, IL.

PUB DATE- Feb 85
NOTE- 252p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Software; *Curriculum Development; Elementary Secondary Education; Higher Education; *Instructional Innovation; *Microcomputers; Programing; Skill Development
IDENTIFIERS- *Computer Uses in Education

The 46 papers in this proceedings summarize the work of academic and private groups which seek to provide a means of integrating the utilization of the computer into an established curriculum; descriptions of sample courses are included. The contents include: (1) Four Precollege Computer Curricula: A Symposium; (2) Data Processing Management Association; (3) Computer Science for Secondary Schools: Course Content; (4) The Report of the ICTM SC3; (5) Assessing Library Microcomputer Needs; (6) Word Processors: "Ghost Writer"; (7) Telecommunications for Educators--An Introduction; (8) Structured BASIC on the Macintosh; (9) Issues and Trends; (10) Computers in Biological Education; (11) BASIC for Students with a Limited Mathematics Background; (12) Word Processing: Introduction in the Computer Lab; (13) Microworlds and Macroworlds; (14) Professional Training in CBE: The View of One University; (15) Kinder Keys: A Keyboarding Program; (16) Lasagna Code--An Alternative to Spaghetti; (17) Software Evaluation Is a Personal Affair; (18) Computer Expedition 1984: What to Do When the Novelty Is Gone; (19) Effects of Microcomputer Technology on Young Handicapped Children; (20) The Role of the Microcomputer at Illinois State University; (21) Polishing the Apple in Vocational Education; (22) Keyboarding in the K-12 Curriculum; (23) The Microcomputer Lab of the Future; (24) Taking the Next Step--Slowly; (25) CAI--Is That All There Is?; (26) Outlining a Practical First Computer Course for Special Educators; (27) College Chemistry Graduates Have Poor Communication Skills; (28) Computer Power: A Problem Solving Course for All Levels; (29) Pascal as a Programming Language for Beginners; (30) Word Processing Is Good for Elementary Teachers and Students; (31) Keyboarding; (32) Teachers Talk--The Failure of Computers in Education?; (33) Three Anchors and Computer-Assisted Learning; (34) Increasing Female Involvement in the Use of Computers; (35) Using New Technologies in Education: A Redefinition; (36) Child Tracking System; (37) Computer Literacy: Still an Issue or Should We Change Its Name?; (38) Improving Instruction through Appropriate Software for Special Ed; (39) Taking the Byte out of Counseling; (40) Sweetening Your Apple; (41) The Computer as a Tool in the Junior High Classroom; (42) Implementation of a K-8 Computer Curriculum; (43) CIC--Computers in the Curriculum; (44) Excellence in Administration: Planning and Presenting; (45) Advanced Techniques of Logo Programming; and (46) Athletic Administration: Sport Statistics. (JB)

ED 260 715 IR 051 215

Fifth Annual Oswego County Storytelling Contest. District Liaison's Packet; Librarian's Packet; Checklist for Teachers; 1985 Student Storytelling Handbook.

Oswego County School Library System, Mexico, NY.

PUB DATE- 85

NOTE- 59p.; Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Check Lists; Competition; *Creative Activities; Educational Administration; Elementary Education; *Evaluation Criteria; Extracurricular Activities; Guidelines; Instructional Materials; Objectives; *Orientation Materials; Program Descriptions; *Regional Programs; *Story Telling

IDENTIFIERS- *Contests; *Story Telling by Children

This document comprises the materials used in the administration the fifth annual Oswego County (New York) storytelling contest for students in grades 3-8. The District Liaison's Packet contains copies of all materials used, including contest guidelines; a contest timetable; judging criteria; hints on storytelling; a bibliography; checklists for teachers, librarians, and district liaisons; draft letters to parents and contributors; and report forms A (to report awards needed for classroom and building level competition), B (to report awards needed for district level competition), and C (to report information needed for county level contest printed program and for the facilitation of the competition). The librarians' and teachers' packets contain appropriate materials from the list above. The Student Storytelling Handbook includes a list of contest dates and prizes; basic tips on selecting, learning, and telling the story; and a copy of the criteria to be used in judging the storytelling contest. (THC)

ED 260 729 IR 051 231

Hurley, Jeanne S.; And Others
Thesaurus/Glossary System. User's Guide. Improved Systems for Managing the Control of Paperwork.
National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE- Apr 79
NOTE- 681p.; For related document, see IR 051 230.
CONTRACT- HEW-100-77-0117
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Classification; *Computer Oriented Programs; Data Collection; *Educational Resources; Guidelines; Higher Education; *Information Processing; Information Retrieval; *Information Systems; Program Descriptions; Subject Index Terms; Thesauri; *Vocabulary Development
IDENTIFIERS- *Records Management

Intended primarily for the use of NCES (National Center for Education Statistics) staff, this document contains installation-specific information for the Thesaurus/Glossary computer system as installed at the HEW (Health, Education and Welfare) Data Management Center. The first of three sections provides an overview of system objectives, terminology usage, system concept, implementation, classification schedules update, thesaurus update, adding new source term occurrences, source term update, definition update, report printing, and additional references. The second section provides practical information on: how to update the classification schedules, thesaurus, source term file, and definitions; how to add new source term occurrences; how to protect the data base; and how to print formal reports. The final section covers system maintenance including updates, source term edit and entry, and the various print indices and reports. Appendices provide sample reports, transaction formats, error messages, procedure listings, Mark IV file names and tables, transaction definition index, file definitions/transaction definitions, request groups, and source codes. (THC)

ED 260 743 JC 850 451

Borremans, Robert T.
A Needs Assessment of Entry-Level Competencies for Modification of
Auto Body Repair Curriculum.
PUB DATE- 7 Feb 85
NOTE- 98p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Auto Body Repairers; *Community Colleges; Community
Surveys; *Curriculum Development; Educational Needs; *Employer
Attitudes; *Job Skills; Needs Assessment; Questionnaires; Two Ye
Colleges; Vocational Education
IDENTIFIERS- Blackhawk Technical Institute WI

A needs assessment was conducted to determine job tasks relevant for entry-level auto body repairers as a basis for updating the Auto Body Program at Blackhawk Technical Institute (BTI). A surve was mailed to 86 local auto body shops, asking employers to rank 149 tasks in 11 duty areas in terms of importance and frequency performed. Study findings, based on a 37% response rate, revealed the following: (1) entry-level personnel were mainly involved in the repair and refinishing of auto body parts; (2) tasks within th duty areas of "handtools," "painting," "straightening," and "majo body parts" accounted for 80% of the tasks rated as most importan (3) tasks related to the repair or replacement of auto components or systems were among the lowest rated; (4) the data confirmed th importance of general education to an auto body curriculum; (5) th single task rated as the most important and most frequently performed was from the duty area, "establish rapport with co-workers and customers." Based on study results, curriculum modifications were recommended with respect to content, sequence, and general education components. A literature review and the questionnaire are included. (LAL)

ED 260 757 JC 850 46

Carleo, A. Susan
Family and Consumer Studies 13: Fashion Analysis.
PUB DATE- 14 Mar 84
NOTE- 23p.; Graduate Seminar Paper, University of California at L
Angeles. Prepared for Los Angeles Valley College.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clothing; *Clothing Instruction; Community Colleges;
Consumer Education; Course Content; Course Descriptions; *Cours
Objectives; *Course Organization; Home Management; Social
Influences; Two Year Colleges

A description is provided of Family and Consumer Studies 13: Fashion Analysis, an introductory course on the basic principles fashion and clothing, giving special consideration to the impact societal, cultural, religious, and psychological factors on clothing choices. First, general information is provided on the course, its place in the curriculum, and student population. Following a glossary, major course goals and long-range objective are enumerated. An outline of course units is followed by a list materials of instruction. Next, the 16 course units are describec including a statement of unit goals and objectives and sample tes items. The units cover why we wear clothes; attitudes and customs in clothing choices in the United States and selected parts of th world; fashion history; 20th century fashion designers; fashion motifs and details; fashion industry terms; fashion changes relat to body concepts in different periods; the body and face as fashi expressions; the psychological implications of clothing choices; the principles and elements of design; visual impact of different textures, patterns and lines; color theory; textile fibers and fabrics; planning, caring for and selecting clothing; developing personal clothing philosophy; and fashion prediction. Finally, evaluation procedures are reviewed. (LAL)

ED 260 786 PS 015 241

Bremner, Dorothy G.
Hawaii Basic Data and Information Book on Children. Children: Five Twelve Years.
Hawaii State Dept. of Education, Honolulu. Office of Children and Youth.
PUB DATE- Oct 81
NOTE- 210p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Child Abuse; Child Neglect; *Children; Delinquency; *Demography; Elementary School Students; Family Income; Foster Care; Health Programs; Junior High School Students; Juvenile Courts; Parents; Special Education; *State Surveys; *Statistical Data; *Tables (Data)
IDENTIFIERS- *Hawaii

Considered an indispensible aid to formulating policies and programs, this book of tables gives demographic and statistical information on 5- to 12-year-old Hawaiian children. The informatio provided concentrates on factors that are especially important in 5- to 12-year-old's life: home, school, the economy, the peer group, health, and the juvenile justice system. Chapter 1 gives background on the population of children and profiles the large military population and growing immigrant populations. Chapter 2 describes the material circumstances of the children and their families, and Chapter 3 describes their parents. Chapter 4 present information on the problem of child abuse and neglect. Chapter 5 describes the extent of foster care placements. Chapter 6 highlights health problems that can affect children's learning an adjustment. Chapter 7 describes school in terms of public and private enrollment, test scores, attendance, educational neglect, suspensions, and vandalism and violence. Chapter 8 discusses juvenile justice, police and the family court; arrests of childre referral to family court; and the dispositions of cases. A map of school districts, the geocode equivalents for school districts, a a glossary of terms are appended. (DST)

ED 260 801 PS 015 268

King, Marian
Educating Children to Proper Eating Habits in the Classroom.
PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Eating Habits; *Food; *Grade
*Kindergarten Children; *Learning Activities; *Nutrition
Instruction; Primary Education

A brief discussion of proper nutrition in general precedes an examination of proper nutrition for school children and the specification of nutrition education objectives for kindergarten first grade students. The remainder of the paper delineates food projects by which objectives can be realized (for example, snack necklace, jack-o-lantern tortillas, cranberry turkeys, heart sandwiches, bunny salad, and vegetable kabobs. A referenct list i appended. (RH)

ED 260 816 PS 015 28

De Vincenzo, Jose P.

Perturbations and Compensations in Social Cognitive Conflict: A Functional Analysis of Cognitive Development.

PUB DATE- Jun 85
NOTE- 45p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Cognitive Development; Compensa (Concept); *Conflict; *Cooperation; *Peer Relationship; Proble Solving; Qualitative Research; Social Cognition; *Social Influences; Statistical Analysis; *Young Children
IDENTIFIERS- Equilibrium (Piaget); Equilibrium Model; *Functiona Properties; Piagetian Theory

Piaget's last works (1975, 1977, and 1980) add a dynamic aspec his earlier exceptionally formal structural model. He portrays change in more functionalistic terms and describes conflict, referring to the process of perturbations and compensations to explain the regulations of the network of cognitive cycles. He suggests three types of balances or compensatory responses: Alph Beta, and Gamma compensations. These writings, however, ignore t social aspects in Piaget's functional analysis. On the other han Doise explicates social cognitive research paradigms which induc cognitive development, but he ignores the functional analysis of the peer interaction. Taken together, these two lines of researc appear to complement each other. The present study attempts to j and extend these two theoretic positions. A total of 50 children from 8 to 10 years of age worked in triads (composed by similar different age levels) and alone during five independent sessions selected Piagetian experiments in contradictions. Results showed (1) in general, co-construction produced earlier, more significa and generalizable progress than individuals working alone and (2 in a qualitative exploratory analysis, increasing levels of compensations (Alpha, Beta, and Gamma) were identified, providin information on the gradual coordination between competing affirmations and negations. (Author/RH)

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ED 260 884 RC 015 4

Swift, Doug
Facilitating Certification and Professional Development for Sm
Schools. ERIC Digest: Small Schools.
**ERIC Clearinghouse on Rural Education and Small Schools, Las C
N. Mex.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, D
PUB DATE- Mar 85
NOTE- 6p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Information Analysis/State-of-the-Ar
Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; *Change Strategies; Elementar
Secondary Education; Financial Support; Higher Education; *R
Schools; *Small Schools; *Staff Development; State Departmen
Education; *Teacher Certification; *Teacher Education Progra
Teacher Recruitment; Teacher Role
IDENTIFIERS- ERIC Digests

Addressing the problems of recruiting and retaining qualifie
teachers for small and rural schools, this digest outlines
improvements that could be made by teacher education programs,
state education agencies, school superintendents, and teachers
themselves. Suggested guidelines for teacher education program
stress nontraditional approaches that would allow teachers to
obtain the multiple teaching endorsements usually needed in sm
school districts. Suggested delivery systems include the use o
telecommunications, weekend courses, correspondence courses,
intensive on-campus courses, and rural centers for preservice
inservice teachers. Change strategies proposed for state agenc
focus on certification requirements and funding strategies. At
school district level, suggestions include conducting needs
assessments among rural small schools and using shared service
provide staff development activities. Teachers are urged to pr
themselves as generalists rather than subject-matter specialis
and to recognize the demands of teaching and living in small
communities. A list of 10 references is included. (JHZ)

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ED 260 929 SE 045

Renner, John W.; And Others
Chemistry. Teacher's Guide. Investigations in Natural Science
Costa Rica Univ., San Jose. Research Inst. for the Improvemen
Costa Rican Education.; Norman Independent School District
Okla.
PUB DATE- 85
NOTE- 297p.; For student investigations and readings see SE 0
Document contains light type. A joint project of the Scienc
Education Center, University of Oklahoma and the Science
Department, Senior High School of Norman Public Schools.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cla
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; High Schools; *Learning Processes; *
Activities; Science Education; *Science Experiments; *Scien
Instruction; *Secondary School Science; Teaching Methods

Investigations in Natural Science is a program in secondary biology, chemistry, and physics based upon the description of science as a quest for knowledge, not the knowledge itself. T teaching guide is designed for use with the 19 chemistry investigations found in the student manual. These investigati focus on concepts related to: interactions with water; salt a calcium; physical properties; heating and cooling a pure subs composition of a compound; atomic theory and matter; lead nit and potassium iodide; zinc combinations; hydrogen peroxide an manganese dioxide; mass relationships; temperature changes an dissolving; properties of ionic substances; Arrhenius solutio pH, acids, and bases; acid-base interaction; salts and water; characteristics of methanol; solubility and structure; and periodicity and reactivity. Each investigation includes activ related to the three learning cycle components (exploration, conceptual invention, and expansion of the idea). The guide contains: a list of chemistry concepts fostered in each investigation; detailed instructional strategies for student investigations, which are reproduced in the teacher's manual reduced form; student reading questions and answers (the read however, appear only in the student manual); and lists of equ needed to complete experiments. (JN)

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ED 260 943 SE 04

Sanchez, James Joseph, Comp.
Technical Writing and Communications for Engineering Organiz
Requirements, Methods of Instruction and Techniques. A Sel
Annotated Bibliography. Sammamish Technosystems Report Ser
Publication 1.
Sammamish Technosystems, Tucson, AZ.
PUB DATE- Aug 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Content Area Writing; *Engineering; *Engineeri
Education; Higher Education; *Teaching Methods; *Technical
*Writing Skills

This 44-item, annotated bibliography provides an overview
major viewpoints and methods in current technical writing pr
and instruction. It is intended for instructors, students, a
managers of engineering firms. Entries are presented in thre
categories. The first category (8 entries)) focuses on the
requirements for technical writing skills for the individual
engineer within the engineering organization and within the
engineering profession. The second category (23 entries) con
methods of instruction used to train engineering students to
technical writing proficiency. The third and final category
entries) provides a listing of articles which address the
techniques of writing proficiency and/or writing productivit
subject index (keyed to document number) is included. (JN)

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ED 260 958 SO 01

Hooghoff, Hans
Crime and Criminal Law as a Theme in Education. Paper on the
Points, Objectives, and Teaching Matter of a Series of Les
Called "Crime and Criminal Law," as a Theme for the School
of Social and Political Studies.
PUB DATE- Jun 85
NOTE- 14p.; Paper presented at the International Conference
Abolition (Amsterdam, Netherlands, June 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cl
Use - Teaching Guides (For Teacher) (052) Speeches, Confer
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Course Content; *Crime;
Law; Educational Objectives; Foreign Countries; High Schoo
Enforcement; Relevance (Education); *Social Studies; Stude
Reaction; Teaching Methods; Units of Study
IDENTIFIERS- *Law Related Education; Netherlands

This series of lessons is intended to help high school stu
the Netherlands consider how they look at, react to, and jud
criminal events. The first part of the publication discusses
different teaching approaches used in the lessons. These inc
(1) a business analysis--study of the organization and struc
the criminal jurisdiction function; (2) scope of criminal
jurisdiction--socio-historical analysis; (3) analysis of var
events in which criminal jurisdiction is involved; and (4) r
to criminal events--conflict resolution. The second part of
publication outlines the ten lessons. General objectives are
converted into questions for the student. The major theme,
objective, and teaching method for each lesson are listed. M
themes are: (1) overview of criminal law; (2) different type
crime; (3) how criminal law works; (4) effects of contact wi
criminal law and the results of penal solutions; (5) how peo
react to criminal events; (6) how crime was handled in other
and in other cultures; (7, 8, 9) case studies of criminal ac
and (10) students' reactions to everything covered in the co
(RM)

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ED 260 829 PS 015 2

Arnold, Gerald; And Others
Preschool Experiences and Child-Care Arrangements of Illinois Children.
Illinois State Board of Education, Springfield, Dept. of Plannin Research and Evaluation.
PUB DATE- Jan 85
NOTE- 15p.; For other papers in this series, see PS 015 295-305
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *After School Programs; Child Rearing; Children; * Care; Early Childhood Education; Early Experience; Educationa Experience; Elementary Education; Employed Parents; Enrollmen Family Characteristics; Preschool Children; *School Age Day C State Surveys; *Statistical Studies
IDENTIFIERS- *Illinois; *Latchkey Children

The purpose of this report, one of several background papers
comprehensive policy study of early childhood education, is to
summarize the available statistics relating to preschool
experiences and school-age child care arrangements and to estim
the extent of the need for various child care arrangements in th
State of Illinois. Following a description of the methodology u
to obtain statistics as well as a brief explanation of the chan
child care needs in our society, an extensive review of the
statistics is delineated. Tables provide 1980 Illinois Census d
in these areas: (1) estimated number of children under 12 years
age and percent of each group enrolled in school, (2) estimated
amount of adult supervision required by children under the age
12, (3) cumulative estimates of numbers of families with childre
in selected age groups, and (4) presence of parents in labor for
in families with children under 12 years of age. Based on the
available data, projections are made for the number of children
currently receiving custodial day care services and those recei
inadequate day care services as well as for child care arrangeme
for preschool age children. In addition, census data summaries
provide the following conclusions: (1) increasing numbers of
single-parent families and families in which both parents work h
resulted in a need for child care services that are provided by
adults other than the parents; (2) in 1980, over one and a half
million Illinois children under 12 years required child care
services; (3) in 1983, an estimated quarter million families
required child care services for children of preschool ages; and
(4) the provision of quality child care and the environment in
which this care is provided is of concern to parents and educato
because of its influence on the children's future educational ar
social attainments. (DST)

ED 260 842 PS 015 3

Tschantz, Linda LeBlanc
Preschool Play Behaviors and Sociometric Status.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Americ
Educational Research Association (69th, Chicago, IL, March 31
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferer
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; *Educational
Environment; *Peer Relationship; *Play; *Preschool Children;
Preschool Education; *Rejection (Psychology); Research Methoc
Research Problems
IDENTIFIERS- Coding; *Popularity; *Sociometric Status

A study was made of the relationship between children's play behaviors and sociometric status, with particular attention to influence of play materials on behavior. Subjects were 95 chilc ranging in age from 44 to 60 months, attending 10 preschool classrooms. Sixty observations were made of each child's play behaviors. Sociometric measures administered were positive nomination, negative nomination, and a play rating scale. All materials and activities permitted by the classroom teacher dur free play time were recorded and rated according to complexity variety. Results indicated that a low but significant relations existed between group-dramatic play and positive peer nominatic Complexity of materials was significantly negatively related t unoccupied behavior and solitary-functional play. Complexity w significantly positively related to all forms of constructive group play. Variety of materials was significantly negatively correlated with unoccupied behavior and significantly positive related to group-constructive play. The number and type of chi identified in each status group was found to be dependent upon sociometric measure or combination of measures employed. Child who were disliked engaged in significantly less social play th popular children. No controversial group was identified, sugges research problems. (RH)

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ED 260 856 RC 015 3

Opper, Susan
The Function of Home and Parents in an Intercultural Society. T
CDCC's Project No. 7: "The Education and Cultural Development
Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(85)25
PUB DATE- 27 Mar 85
NOTE- 33p.; For related documents, see ED 253 376, and RC 015 377-378.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
DESCRIPTORS- *Bilingual Education; Bilingualism; Elementary Sec
Education; *Family Influence; Foreign Countries; *Immigrants;
Migrant Children; Migrant Education; Migration; *Multicultura
Education; *Parent Role; Second Language Learning
IDENTIFIERS- *Sweden; *Swedish National Parent School Associati

The document presents major themes from a three-day symposium immigrant and Swedish parents, teachers, teacher trainers, cult workers, researchers, and government civil servants which explo the function of the home and parents in an intercultural societ The first three sections outline the relationship of the sympos to a pilot project coordinated by the Swedish National Parent-School Association which embraces the themes of the Coun of Europe Project No. 7, entitled "The Education and Cultural Development of Migrants." Section IV explores the heterogeneous composition of Sweden's population, which increased 45% by immigration from 1944-1976. Section V reviews Sweden's formal ar informal immigration policy. Section VI traces the position of immigrants with the National Parent-School Association. The next section addresses parents' questions about bilingualism and multiculturalism. Section VIII summarizes symposium themes into statement that multiculturalism is an enriching and holistic experience. Section IV considers active bilingualism as an educational objective in Sweden and lists factors challenging th attainment of this goal. Section X describes a videotape, filme from the perspective of immigrants as they react to linguistic situations. The final section includes the symposium program an list of participants. (NEC)

ED 260 870 RC 015 4

Rodriquez, Irene V.
Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cru N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Higher Education; *Hispanic Americans; *Incentives; *Mathematics Teachers; Motivation Techniques; *Science Teache Teacher Education; *Teacher Recruitment
IDENTIFIERS- ERIC Digests

This digest reviews a variety of strategies that might be emp by school districts, teacher education institutions, and state educational agencies to attract, train, and retrain Hispanic teachers in math and science. The need for long-term solutions discussed. Five action-oriented steps to attract Hispanic high school graduates into the teaching profession include identifyi talented Hispanic high school students, developing their intere in teaching, locating and engaging "master" teachers, arranging significant student-teacher contact, and providing incentives f students to participate in special programs. Adaptations of recommendations by Franz, Aldridge, and Clark are also listed. Short-term solutions are listed, e.g., providing readily availa opportunities for recertification, offering improved working conditions, offering teachers financial assistance during additional years of college preparation, providing summer jobs industry, recruiting part-time instructors from other segments society, and borrowing skilled professionals from industry. Opt for financing programs for youths in teacher education programs for Hispanic teachers currently employed or underemployed are presented. (PM)

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ED 260 900 SE 045 9

Lowery, Bennie R.
Xenograde, the Imaginary Science: A Researcher's Utility.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Americ
Educational Research Association (69th, Chicago, IL, March 3
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Oriented Programs
Concept Formation; *Research Tools; Science Education; Scien
Concepts; Scientific Principles; Secondary Education; *Secon
School Science

A "Xenograde system" is an imaginary science system. As an imaginary science, it contains a set of concepts and principle which mimic many of the concepts and principles found in physi and other physical sciences. Xenograde is a highly complex clo system which simulates the movement of satellites orbiting a nucleus and some small particles called alphons contained insi the nucleus. The alphons and satellites follow a set of rules "pseudoscientific" principles. The Xenograde rules themselves no foundation in real-world science, but operate in much the s manner as real scientific principles; they are mathematically based, consistent, and predictable. The Xenograde system is co enough to force students attempting to learn the system to use several different learning strategies. In addition, it provide relatively content free or at least equalizing test bed for empirical research. Xenograde systems have been delivered by teachers with books, computer-controlled teacher machines, and computers in an effort to test instructional principles, cogni abilities, cognitive styles, feedback, learner control, and rule-example versus discovery learning. (JN)

ED [illegible] [illegible] 015 172

AUTHOR [illegible]
TITLE [illegible] and Ideology
PUB DATE [illegible]
NOTE [illegible] Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE English
EDRS PRICE MF01/PC01 Plus Postage.
PUB TYPE Viewpoints/Personal Viewpoints/Position Papers/Essays (120) -- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS Discourse Analysis; *Language Usage; *Persuasive Discourse; *Philosophy; *Semantics; Social Values; *Speech Communication
IDENTIFIERS *Ellipsis; *Ideology

A discussion of ellipsis, the omission of information from a communication, argues that the fairly precise logical notion of ellipsis as used in philosophical analysis can be applied in the sociological study of ideology. It is proposed that ellipsis is a basic explanation of the workings of the language in which much political ideology is embedded, that sensitization to ellipses can help expose ideological confusion, and that through this exposure, rationality can be increased. The focus of the analysis is semantic ellipses. Elliptical sentences of this type are grammatical, are often unambiguous and with a known context, and appear ro be perfectly acceptable. However, what is omitted is the main bearer of [illegible] agreement and commitment can be [illegible] for the speaker's values and aims, with no necessity for the speaker to specify or defend them. It is suggested that an understanding of how the [illegible] of ellipsis works can be an intellectual tool for combatting ideology in which there is no [illegible] for [illegible]. (MSE)

ED 260 802 PS 015 269

Watkin, Gwyneth A.; Bonyun, Rosemary G.
The Primary Alternative School. Final Report, 1984-85. Research Report 85-03.
Ottawa Board of Education (Ontario). Research Centre.
PUB DATE- May 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptiv (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Innovation; Foreign Countries; Interview *Nontraditional Education; *Parent Attitudes; *Parent Participation; *Preschool Education; *Primary Education; Progra Descriptions; Questionnaires; *Student Needs
IDENTIFIERS- Canada (French Provinces); *Ontario (Ottawa); Parent Preschool Resource Centre ON

In the spring of 1982, the Ottawa Board of Education endorsed t concept of a Primary Education Centre (PEC). It opened in the fal of 1982 with four components, namely, the Primary Alternative School (PAS), the Parent Preschool Resource Centre (PPRC), the Carleton Preschool, and the Childbirth Association. This final report is an updating of areas covered in earlier reports with reference made to any changes or modifications over the three yea of operation. The views of two specific categories of parents (those whose children had been enrolled in the PAS for all 3 years and those whose children were enrolled for the first time this year) are presented, and the 3 years of operation of the PEC and the third year of PAS are described. The PEC is described in terms of concept, components, and sharing by component elements; PAS is described in terms of personnel, school program, pupils, departure from the school, and parents. Information obtained by parent interviews and questionnaires focuses on the concept of an alternative school, pupil needs, parent participation, modifications needed, and plans for the future. A concluding statement offers recommendations. Appendices provide data about parents' views regarding the opportunity to experience 26 aspects of school life and the questionnaire and structured telephone interview used in the 1985 survey. (RH)

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ED 260 915 SE 045

Water Quality Instructional Resources Information System (IRIS
Compilation of Abstracts to Water Quality and Water Resourc
Materials, Supplement 22 (1985).

Ohio State Univ., Columbus, Ohio. Information Reference Cente
Science, Mathematics, and Environmental Education.

PUB DATE- Jul 85
NOTE- 179p.; Document contains some light and broken type.
AVAILABLE FROM- SMEAC Instructional Resources Center, The Ohi
Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.
subscription, $12.00; $5.00 each).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Enviro
Education; Hazardous Materials; Indexes; Information Dissem
*Instructional Materials; Pesticides; Postsecondary Educati
Sludge; Technology; Waste Disposal; *Waste Water; Water; Wa
Pollution; *Water Quality; *Water Resources; *Water Treatme

Compiled are abstracts and indexes to selected print and no
materials related to wastewater treatment and water quality
education and instruction, as well as materials related to
pesticides, hazardous wastes, and public participation. Sourc
abstracted/indexed materials include all levels of government,
private concerns, and educational institutions. Title, author(
publication date, cross-references, descriptors, and availabil
are provided for each entry. Also included are procedures to
illustrate how instructors and curriculum developers in the wa
quality control field can locate instructional materials to me
very general or highly specific requirements of their program
This publication supplements and does not replace "Water Quali
Instructional Resources Information System (IRIS): A Compilat
Abstracts to Water Quality and Water Resources" or IRIS Suppl
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ED 260 944 SE 045

Gerlovich, Jack A.; And Others
A Tool for Assessing and Revising the Science Curriculum. Re
Edition.
Iowa State Dept. of Public Instruction, Des Moines.
REPORT NO.- 4200-E56075-3/84
PUB DATE- Mar 85
NOTE- 33p.; Supersedes ED 230 420 (1982 edition).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Ge
(050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biology; Chemistry; Curriculum Development; *Cu
Evaluation; Earth Science; *Educational Assessment; *Educa
Objectives; Educational Philosophy; Elementary School Scie
Elementary Secondary Education; *Evaluation Methods; Physi
Process Education; *Science Curriculum; *Science Education
Programs; Secondary School Science
IDENTIFIERS- *Iowa

This document was developed to encourage and aid local sch
the assessment of their science curricula on a continuous ba
provides: (1) a 21-step implementation schedule for conducti
science curriculum assessment and/or revision; (2) a model f
assisting schools in developing their science philosophy, go
and topics; (3) recommendations for levels at which suggeste
topics are introduced, reinforced, and emphasized; (4) an
instrument for matching local science curriculum needs to av
science programs; and (5) instructions for using the cloze
procedure to determine whether or not students can read and
comprehend science materials. (JN)

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ED 260 972

Kollen, Patsy Phillips
Creativity and Critical Thinking.
PUB DATE- Aug 84
NOTE- 19p.; Paper presented at the Harvard International Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Speeches, Conference Papers, "Papers Presented at
DESCRIPTORS- Creative Development; Creative Expression; Divergent Thinking; *Creativity; *Critical Thinking; *Educational
*Educational Quality; Egocentrism; Elementary Secondary Education;
Interpersonal Relationship; Psychological Characteristics

How to deal with the absence of creativity and critical thinking in the educational setting is discussed. All efforts to improve education will be futile if we don't take into account the nature of relationship among the participants and between the participants and the content of education. Relationship--i.e., connecting with others and with knowledge and ideas in a way that provides the passion for excellence--is essential for enthusiasm, the emotional ingredient necessary for creativity and critical thinking. Egocentered thinking and feeling foster psychological barriers that corrupt relationship. Passion and silent watching free us from the psychological barriers that corrupt relationship. Creativity and critical thinking are inherent when human beings are doing and being together in fun, learning, and discovery. If we have been unable to connect in this way, it is because our egocentered thoughts and feelings have fostered fear, imitation, boredom, measurement, competition, evaluation, and judgment. There is no need to foster something that is inherent; the need is to end what prevents the expression of creativity and critical thinking.

ED 260 607 HE 018 556

Dunkle, Sondra E.

Developing a Problem-Solving Approach to Teaching Physical Therapy Skills. Curriculum Development.

PUB DATE- Oct 82
NOTE- 43p.; Doctoral Practicum Paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; *Behavioral Objectives; *Clinical Teaching (Health Professions); Course Objectives; *Curriculum Development; Higher Education; *Minicourses; *Physical Therapy; *Problem Solving; Teaching Methods
IDENTIFIERS- *California State University Fresno

A minicourse that uses a problem-solving approach to teach physical therapy skills was developed for the Physical Therapy Program at California State University, Fresno. Clinical supervisors and faculty helped to identify competencies and write behavioral objectives, and physical therapy students provided input to help design the minicourse. An extensive literature search determined approaches used by other allied health programs to incorporate problem-solving into the curriculum. Once written, the terminal objective and enabling objectives became the basis around which the remainder of the course evolved. The minicourse was designed to be taught over two Saturdays, or 15 hours. The target audience was junior and senior physical therapy students, plus clinical supervisors. The completed minicourse has been approved by department faculty, clinical supervisors, and students. Feedback from participants should be obtained at the conclusion of the course to help faculty determine how to implement problem-solving within the overall curriculum. Appendices provide: course objectives; course outline with time schedule; minicourse subject topics; objectives for specific topics (e.g., anatomy and kinesiology); and teaching strategies for each topic, including possible media, learner activity, and teacher activity. (Author/SW)

ED 260 621 HE 018 574

Point Loma Nazarene College, San Diego, Self-Study Report.
Point Loma Nazarene Coll., San Diego, CA.
PUB DATE- Nov 84
NOTE- 304p.
AVAILABLE FROM- Point Loma Nazarene College, 3900 Lomaland Drive, San Diego, CA 92106.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Church Related Colleges; College Administration; College Faculty; College Libraries; *College Programs; College Role; Computer Oriented Programs; Educational Facilities; Educational Finance; Educational Objectives; Extracurricular Activities; *Governance; Higher Education; *Self Evaluation (Groups); *Standards; Student Personnel Services
IDENTIFIERS- *Point Loma Nazarene College CA

Point Loma Nazarene College's self-study report for reaffirmation of accreditation, which was submitted to the Western Association of Schools and Colleges, is presented. A description about the history and demographics of the college is provided, along with information on: institutional integrity; institutional purposes; governance and administration; educational programs; faculty and staff; library, computers, and other learning resources; student services and student activities; physical resources; and financial resources. The college's responses to recommendations from the 1975 campus evaluation are also described. Specific concerns include: ethical principles and practices, commitment to academic freedom, truth in institutional publications and representations, relationship of the college with the accrediting commission, objectives of the Christian-related college, general educational objectives, the governing board, administrative organization, roles of faculty and students, undergraduate programs, graduate and professional degrees, admissions and retention, research, noncredit courses, faculty selection, personnel policies, library acquisition procedures, computing services, and cocurricular activities. Data on finances, degrees, and administrative structure are included. (SW)

ED 260 634 HE 018 623

Rubin, Sharon
Performance Appraisal: A Guide to Better Supervisor Evaluation Processes. PANEL Resource Paper #7.
National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.
PUB DATE- 82
NOTE- 22p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; College Students; *Experiential Learning; Feedback; Field Experience Programs; Higher Education; *Internship Programs; *Practicum Supervision; *Rating Scales; *Student Evaluation

The importance of evaluating student interns as part of a regular performance appraisal system for all employees is discussed, along with the role of the internship coordinator or faculty sponsor. The first step is deciding what should be measured: interns' personal characteristics, job performance, and results. The most useful form of performance appraisal for student interns is based on behaviors the student displays when accomplishing a particular task. By establishing a rating format for each task, evaluation can be clear and specific to enable students and supervisors to discuss performance and problem areas. Types of rater errors that may occur include leniency error, central tendency, halo effect, horn effect, latest behavior, and spillover effect. The main uses of evaluation for students are feedback and providing faculty members information on which to assign a grade. It is important that the student see the evaluation and discuss it with the supervisor. The faculty coordinator/sponsor should work with employers to familiarize them with evaluation needs and the format. A draft of an evaluation form that incorporates these evaluation principles is provided, along with four evaluation forms used by three universities and a learning center. (SW)

Jankowski, Theodora A.
Getting to Know Us: or, the Rewards and Problems of Outreach and Affiliation Programs.
PUB DATE- 83
NOTE- 18p.; Paper presented to a meeting of the National Association for Women Deans, Administrators, and Counselors (1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Armed Forces; College Programs; Continuing Education; Cooperative Programs; *Extension Education; Government School Relationship; Higher Education; Labor Force Development; Marketing; Military Air Facilities; *Outreach Programs; *School Business Relationship; *School Community Relationship
IDENTIFIERS- *Utica College NY

Outreach and affiliation efforts undertaken by Utica College, an independently administered branch of Syracuse University, are discussed. The following general guidelines are offered: (1) contract for a specific price for any given offering so that fixed and variable costs will be covered; (2) offer courses that lead to a specific goal such as a degree or certificate; (3) keep administrative costs as low as possible; and (4) be aware of time demands resulting from "red tape," especially in dealing with federal and/or state agencies. An account is provided of Utica College's experience of offering courses at Griffiss Air Force Base, including difficulties with military officials, bad publicity, and excessive administrative costs. Also described is the decision to offer a program in Norwich, NY, a community with no nearby college that wished Utica College to offer a four-year degree program in business administration. Additional outreach efforts involved "canned" seminars and courses offered on the job site during working hours. Different kinds of affiliations engaged in by Utica College are also described. In one type of affiliation, the college used the names of two organizations and obtained their mailing lists to market courses. In another type, association employees took courses at the college and had their tuition covered by the association. (SW)

ED 260 689 IR 011 761

Exploratory Computer Literacy Curriculum Guide, Grades K-6. Resource Unit.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Dec 84

NOTE- 206p.; For the Exploratory Computer Literacy Curriculum Guide, Grades K-6, see ED 256 289. This resource unit is designed to replace the resource section, pages 131-141, of the guide.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Computer Literacy; *Courseware; Curriculum Enrichment; Elementary Education; *Lesson Plans; *Microcomputers; *Models; Programing Languages; State Curriculum Guides; Statewide Planning; Word Processing

IDENTIFIERS- BASIC Programing Language; Hawaii; LOGO Programing Language

Designed to coordinate teacher-developed materials in computer literacy, this resource unit is composed of several sections. The first, "Planning for Computer Instruction," provides an outline for developing a school-level computer task force, management procedures for computer labs, and sample student survey forms. The remaining sections provide sample activities for classroom use within the major topics of "Getting Started," "LOGO," "Word Processing," and "BASIC." Each sample activity includes suggestions and guidelines for teachers on: (1) appropriate grade levels; (2) performance expectations; (3) curriculum areas; (4) prerequisites; (5) materials, including hardware, software, and supporting peripherals; (6) classroom management; (7) teacher preparation; (8) pre-computer activities; (9) hands-on activities; and (10) follow-up enrichment activities. The materials reflect the teacher-developer's own environment; variables include size of school, characteristics of student population, accessibility to microcomputers, and teaching style. Supporting materials include a computer literacy software list with notations of grade level, price, and publisher; recommended periodicals for teachers; computer books for students; teacher references; and local resources on computer education. Also included is a table showing the sizes of microcomputer keyboards and reference charts. (JB)

ED 260 716 IR 051 216

Haka, Clifford H.; Stevens, Nancy

A Guidebook for Shelf Inventory Procedures in Academic Libraries. Occasional Paper Number 10.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jul 85
NOTE- 49p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave. NW, Washington, DC 20036 (free to ARL members, $15.00 to all others).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Cost Estimates; Facility Guidelines; *Facility Inventory; Flow Charts; Higher Education; *Library Automation; *Library Technical Processes; Program Costs; Questionnaires; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

The increased demand for library materials resulting from improve bibliographic access due to automation, and auditors' demands for more accurate accounting of library assets/holdings, have made it increasingly important that the discrepancy between the catalog and the materials in the stacks be reduced. This paper identifies many of the benefits associated with an extensive shelf inventory project in large academic and research libraries. It also describes how to determine many of the associated costs and provides a set of procedures with flowcharts. Topics covered include: types of inventories; conducting a pilot inventory; conducting an inventory (developing inventory procedures, in-stack inventories, out-of-stack inventories, search procedures, and record-keeping and statistics); and concluding remarks. Examples from an inventory conducted at the University of Kansas illustrate the procedures, and results of a survey of Association of Research Libraries (ARL) institutions are cited. A selected bibliography concludes the paper. (THC)

ED 260 730 IR 051 236

Crowe, William J.; And Others

American Fiction, 1901-1925: Collection Strengthening and Creation
a National Bibliographic Record. Final Technical Report.

Ohio State Univ., Columbus. Libraries.

SPONS. AGENCY- Office of Libraries and Learning Technologies (ED),
Washington, DC.

PUB DATE- Jun 85

NOTE- 51p.

GRANT- G008301285

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Libraries; Bibliographies; Databases; *Fictio
Higher Education; Library Acquisition; Library Catalogs; *Library
Collection Development; Library Collections; Library Planning;
Program Descriptions; Union Catalogs; *United States Literature

IDENTIFIERS- *OCLC; *Ohio State University

This final report of the American Fiction Project (AFP) describes two years of work during which AFP met its goals of: strengthening the Ohio State University Libraries (OSUL) collection of American fiction, 1901-1925; establishing a comprehensive bibliographic file of fiction of the period; and improving national bibliographic access to these materials. AFP's goals in the area of bibliographic control included: inspecting all volumes identified in OSUL's general collections as potentially falling within project scope and integrating them with already identified items in OSUL's Division of Special Collections; systematically reviewing a broad range of bibliographic tools to enrich an already established card file of fiction of the period and to identify titles not held by OSUL; and locating and purchasing titles not held. During the grant period, AFP cataloged on the Online Computer Library Center (OCLC) database all titles acquired with project funds (4,500 books) and recataloged approximately 1,500 titles already owned by OSUL. Following a summary report, this document comprises the following sections: Introduction; Background of the American Fiction Project; The William Charvat American Fiction Collection; Rationale for a Bibliographic Data Base of American Fiction, 1901-1925; General Organization and Administration; Applications and Accomplishments--Bibliography; Applications and Accomplishments--Cataloging; Research Potential; and Future Work. Appendices include a summary of major activities and numerous examples of catalog records. A selected list of sources consulted is included. (THC)

ED 260 744 JC 850 452

Hollins, Carol S.
Know the Facts; Volume II, Issues 83-14 thru 84-8.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- 84
NOTE- 58p.; Document printed on colored paper. For a related document, see JC 850 454.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Educational Planning; *Educationa Trends; *Enrollment Trends; Grades (Scholastic); Institutional Characteristics; Institutional Research; Research Reports; Space Utilization; *Student Attrition; Student Characteristics; Two Ye Colleges; *Two Year College Students; Withdrawal (Education)

This compilation of research briefs about John Tyler Community College (JTCC) is designed to aid managers, promote staff development, and inform key persons external to the college of trends at JTCC. The 14 reports included in the compilation are: (1 A Three Year Comparison of Annual Full-time Equivalent (FTES) Enrollment and Annual Unduplicated Credit Student Headcount, 1980-81, 81-82, and 82-83; (2) "Where Have All the Students Gone?" A Pilot Study of Student Attrition at John Tyler Community College (3) JTCC's Current Unduplicated Curriculum Headcount and Comparabl Enrollment Five Years Ago, 1977-78 and 1982-83; (4) High School Graduates Who Enroll at JTCC: Are We Getting Our "Fair Share"?; (5 The Revolving Door at John Tyler Community College: Student Attrition Revisited, 1982-83; (6) "How Do We Stack Up?" A Profile of JTCC's Student Body in Relation to the Other Virginia Community College System Institutions; (7) A Comparison of JTCC's Fall Grade Distributions, 1982 and 1983; (8) 1983 Graduate Follow-Up Study; (9) Roots: Where Our Students Come From; (10) Comparison of JTCC's Student Enrollment by Quarter, 1982-83 & 1983-84; (11) JTCC Per Capita Enrollment, Fall Quarter 1978, 1980, and 1983; (12) The Class of 1984, (a 3-year comparison of degrees conferred); (13) Summer Quarter 1983 and 1984 Comparisons; and (14) Space Utilization. (LAL)

ED 260 758 JC 850 47

Cohen, Arthur M.
What Do Our Students Know?
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Educational Assessment; *General Education; *Knowledge Level; Learning; *Liberal Arts; *Outcomes Education; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *General Academic Assessment

Recent research studies have focused on various ways of address the question of how much students learn in community colleges, focusing on factors such as transfer rates, job placement rates, and alumni satisfaction. Few studies, however, have attempted to directly confront the question of student learning, and few measures and tests are adequate to assess what knowledge is being gained by student cohorts. A study conducted by the Center for th Study of Community Colleges (CSCC) attempted to demonstrate that measure of what community college students know can be obtained. The Center developed the General Academic Assessment (GAA) instrument to measure student knowledge in general education and the liberal arts. The GAA was administered to 8,026 students in 2 two-year colleges, and additional information was obtained on students' age, aspirations, reasons for attending college, number of courses taken in disciplinary areas, total units completed, an self-assessment of knowledge. Study findings included the following: (1) student knowledge was related both to age and numb of courses completed in a particular area; (2) age relationships showed up primarily in English usage, social sciences, and humanities, with older students having higher scores; (3) age-related differences did not occur in mathematics or science; (4) a direct relationship existed between the number of units completed and GAA scores; (5) highest scores were made by student attending college for personal interest; and (6) students' self-assessment of their knowledge showed high correlations with their GAA scores. The study confirmed the usefulness of the GAA. (LAL)

ED 260 772 JC 850 48

Kassebaum, Peter
Fieldwork: A Modular Approach. Cultural Anthropology.
College of Marin, Kentfield, Calif.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; Community Colleges; Ethics; *Field Studies; Learning Activities; Learning Modules; *Naturalistic Observation; *Research Methodology; Social Systems; Two Year Colleges
IDENTIFIERS- *Cultural Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module focuses on the purposes and methods of anthropological fieldwork, and provides a overview of the types of research in which anthropologists engage during their field studies. The module begins by discussing the purpose of participant observation as a means of penetrating the most visible traits of a culture in order to understand the vario social relationships and institutional complexes underpinning social structure. Academic preparation, a comprehension of language, and offical permission, as well as permission from the subject group, are then highlighted as important prerequisites in conducting field studies. The module also discusses moral and ethical questions involved in conducting fieldwork, such as the researchers' responsibility for presenting a realistic account of current conditions among a population along with the more specifi findings of the research. The next section focuses on the common tools and techniques of the anthropologist, including census taki and area mapping, interviews, kinship records, psychological test and video and audio recordings. Finally, the module contrasts journals, the traditional tool of anthropologists, with computers and underscores the importance of a knowledge of statistical analysis and methodologies. Performance activities covering the content of the module are appended. (EJV)

ED 260 787 PS 015 243

Davidson, Philip M.

The Development of Anticipation in Solving Functional Composition Problems.

PUB DATE- 6 Jun 85

NOTE- 13p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Cognitive Ability; *Cognitive Development; Efficiency; Intuition; *Problem Solving; *Young Children

IDENTIFIERS- *Anticipation; Developmental Patterns; *Function Concept; Piagetian Theory

Tasks based on the function concept (y = f(x)) were used in a st
charting the development of anticipation in children from 5 throug
7 years of age. In each task a desired outcome was a function of a
combination of specific, rule-constrained, antecedent conditions.
Subjects' behavior was scored according to criteria differentiatir
six levels of cognitive performance. Level 5 indicated consistent
use of anticipation; Level 4 indicated partial use of anticipatior
and Levels 3 through 0 referred to the use of trial-and-error
strategies. Trial-and-error was defined as pausing to figure out
what to do before each step in the solution, whereas anticipation
was defined as pausing before the first step and then proceeding
with the other steps without pause. Age trends in the data for
these tasks indicated that (1) 5-year-olds generally find some
solutions by trial-and-error; (2) 7-year-olds generally find most
solutions by trial-and-error; and (3) solutions by operational
anticipation become common only among 7-year-olds on the easiest
task. Age trends for solutions termed "efficient," "repetitive," c
"rambling" illustrated an "intuitive" form of anticipation in whic
trial-and-error behavior involved strategic searching at each ster
Such intuitive anticipation was found to increase between 5 and 7
years of age. Correlations between functional composition ability
and several concrete operational abilities support Piagetian
theory. (RH)

ED 260 817 PS 015 28

Nelson, JoAnn Neville
Toward Quality of Match: Relationships between Children's Tempera
and Specific Aspects of Parent Behavior.
PUB DATE- Mar 85
NOTE- 25p.; Paper presented at the Future of Parenting Symposium
(Chicago, IL, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fathers; *Mothers; *Parent Influence; Parent Role;
*Personality Traits; *Preschool Children; Preschool Education;
Differences; Socialization
IDENTIFIERS- Iowa Parent Behavior Inventory; *Parent Behavior; Pa
Temperament Questionnaire

To examine relationships between parents' ratings of children' temperament or behavior style and behavior of mothers and father toward individual children, 47 mothers and 47 fathers with a preschool child independently completed the Parent Temperament Questionnaire and the Iowa Parent Behavior Inventory. Dimensions temperament measured included children's activity level, mood, intensity, persistence, adaptability, and tendency to approach; dimensions of parent behavior measured included parent involvemen reasoning guidance, limit setting, responsiveness, and intimacy with child. Mothers' and fathers' ratings of children's temperam were significantly correlated in all measures except persistence Mothers rated girls higher in mood than boys. Mothers and father were significantly correlated in all behavior factors except responsiveness. Parent involvement was associated with children' persistence. Reasoning guidance in mothers was associated with children's positive mood and tendency to approach. Among fathers reasoning was related to the child's persistence. Limit setting related to positive mood and persistence among fathers. Among mothers, it was related to boys' approach. Intimacy, as a mother behavior, was related to children's adaptability and age. Responsiveness among mothers and fathers was associated with children's intensity. Sex differences emerged in the relationshi between parent behavior and child temperament, with differing patterns among mothers and fathers. (Author/RH)

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ED 260 930 SE 045

Renner, John W.; And Others
Chemistry. Student Investigations and Readings. Investigation
Natural Science.
Costa Rica Univ., San Jose. Research Inst. for the Improvemen
Costa Rican Education.; Norman Independent School District
Okla.
PUB DATE- 85
NOTE- 284p.; For teacher's guide see SE 045 969. A joint proj
the Science Education Center, University of Oklahoma and th
Science Department, Senior High School of Norman Public Sch
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cla
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Chemistry; High Schools; *Learning Processes; *
Activities; Science Education; *Science Experiments; *Secon
School Science

Investigations in Natural Science is a program in secondary
biology, chemistry, and physics based upon the description of
science as a quest for knowledge, not the knowledge itself. T
student manual contains the 19 chemistry investigations. Thes
investigations focus on concepts related to: interactions wit
water; salt and calcium; physical properties; heating and coo
pure substance; composition of a compound; atomic theory and
matter; lead nitrate and potassium iodide; combinations of zi
hydrogen peroxide and manganese dioxide; mass relationships;
temperature changes and dissolving; properties of ionic subst
Arrhenius solutions; pH, acids, and bases; acid-base interact
salts and water; characteristics of methanol; solubility and
structure; and periodicity and reactivity. Each investigation
(which is accompanied by one or more readings with questions
answer) includes activities related to the three learning cyc
components, namely, exploration, conceptual invention (the id
and expansion of the idea. (JN)

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ED 260 959 SO 016

Hamill, Louis
A Model for Information-Based and Computer-Assisted Learning
Geography.
PUB DATE- 24 Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Ass
of American Geographers (Detroit, MI, April 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essay
Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- College Faculty; *Computer Assisted Instruction
Curriculum Development; *Educational Change; *Educational
*Geography Instruction; Higher Education; Institutional
Characteristics; *Instructional Improvement; Material Deve
Social Science Research; Time; Time Management
IDENTIFIERS- Publish or Perish

Educational changes may be required in order to realize th
benefits that computer assisted learning (CAL) can offer geo
instruction. CAL could make the learning and teaching of geo
truly efficient and practically eliminate failures of instru
An institutional constraint that discourages instructional
innovations is the conflict between the demands on professor
are inherent in the research/publish model and the time and
needed for significant improvements in instructional practic
requires large amounts of time and effort for the developmen
effective programs. This time is not available to professors
because of the time demands of the research/publish model. I
addition, the research/publish model encourages the excessiv
intellectualization of all subjects. Significant improvement
university instruction in geography are likely to be produce
in the less intellectualized aspects of the subject, such as
applied geography and environmental analysis. Institutions s
permit professors to devote time and effort to instructional
development without suffering penalties in career advancemen
remuneration. (RM)

ED 260 662 HE 018 657

Access to Quality Undergraduate Education. A Report to the Southern Regional Education Board by Its Commission for Educational Quality

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 85

NOTE- 19p.

AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.50).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; *Academic Standards; *Access to Education; College Bound Students; College Faculty; College Preparation; College School Cooperation; Credit Courses; *Curriculum Development; Degree Requirements; *Educational Quality Higher Education; Personnel Policy; Remedial Programs; *State Standards; Student Evaluation; Student Placement; Teacher Effectiveness; *Undergraduate Study

Recommendations to improve quality in undergraduate study while maintaining access are offered that would involve statewide entry and exit standards and better preparation of students to meet the standards. Evidence suggests that an estimated 40 to 50 percent of entering freshmen will be referred to remedial education, and colleges may be granting degrees to students who lack basic academic skills. The recommendations to improve undergraduate education are directed to three areas: beginning college-level work; student achievement and outcomes; and faculty and curriculum. States are advised to improve the readiness of students to begin college work by such measures as: requiring that higher education establish statewide standards for placement in credit courses; requiring that threshold placement standards and assessment procedures be consistent statewide; and ensuring that students not qualified to begin degree-credit study have geographical access to programs that will prepare them to qualify. It is also recommended that standards of academic progress be adopted and that colleges should specify skills/knowledge students need for the bachelor's degree. Proposed ways to strengthen the curriculum and the faculty reward system, which would involve faculty and presidential leadership, are also offered. (SW)

ED 260 676 HE 018 805

Hartle, Terry W.

The Growing Interest in Measuring the Educational Achievement of College Students.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 26 Sep 85

NOTE- 31p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Access to Education; Achievement Tests; College Admission; *College Students; *Educational Assessment; Educational Policy; Educational Quality; *Educational Testing; Financial Policy; Graduation Requirements; *Outcomes of Education; Postsecondary Education; Resource Allocation; Standardized Tests; State Standards; *Student Evaluation; Student Placement

IDENTIFIERS- Value Added

Uses of assessment in postsecondary education and policy issues are considered. In higher education, assessment is used to refer to at least six separate but overlapping activities: (1) multiple measures to track students' intellectual and personal growth over an extended period of time; (2) state-mandated requirements for evaluating students and/or academic programs; (3) a focus on the "value added," whereby students undergo pre- and post-testing and the gains in general education and skills are measured; (4) general standardized testing; (5) making decisions about funding by rewarding institutions for performance on established criteria; and (6) measuring changes in student attitudes and values. Attention is directed to three purposes of student testing: admission/placement testing, achievement testing, and testing for graduation. Policy issues include: specifying educational quality, achievement and student access, the cost of quality, legal issues surrounding the use of tests for promotion/graduation decisions, and the use of performance criteria in the budget process. It is proposed that concern with the outcomes of college and student achievement is likely to become an increasingly prominent policy issue. (SW)

ED 260 843 PS 015 3

Heindel, Patricia; Kose, Gary
Perceptual Organization and Operative Thought: A Study of Coher
in Memory.
PUB DATE- May 84
NOTE- 17p.; Paper presented at the Annual Symposium of the Jean
Piaget Society (14th, Philadelphia, PA, May, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Cognitive Development; Elemen
Education; *Memory; *Perception; Visual Stimuli; *Young Chil
IDENTIFIERS- *Stimulus Characteristics; *Structural Constituent

Examined in three studies were the influence of perceptual organization on children's memory and the relationship between operational thought and memory performance. In the first study, children at 5, 7, and 9 years of age were given a series of Piagetian tasks and a memory task. Subjects were presented with color-shape pairs depicted in either a unitary or a disjunctive fashion and were asked to recall which color went with which sh No significant differences between unitary and disjunctive conditions and no significant relationships between cognitive t and memory performance were found. A second and a third study m closely examined the effects of subjects' actions on memory. Th second study required children to draw unitary or disjunctive stimulus materials. Findings revealed that children remembered significantly more color-shape pairs in the unitary condition a every age level. Additional analyses suggested that the act of drawing specifically highlighted the integrative aspects of the unitary materials, particularly for the 7-year-olds. A third st required subjects to construct replicas of the stimuli. Results suggest that the act of construction facilitated memory and increased subjects' capacity to remember pairs in the disjuncti condition. (RH)

ED 260 857 RC 015 38

Planck, Ulrich
The Post-Adolescent Phase: A By-Product and a Factor of Developn
PUB DATE- Dec 84
NOTE- 8p.; Paper presented at the meeting of the International R
Youth Researchers Association during the World Congress for Ru
Sociology Meeting (6th, Manila, Philippines, December 15-21, 1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Attitudes; Developing Nations;
Developmental Stages; Foreign Countries; *Individual Developme
*Industrialization; *Maturity (Individuals); *Rural Youth; Soc
Change; *Socioeconomic Influences; Technological Advancement;
Adults; Youth Employment; *Youth Opportunities
IDENTIFIERS- *West Germany

Conducted in 1955 and 1980, random sample interview data of 1
28 year-old West Germans from places of less than 5,000 inhabita
are used to support the thesis that the post-adolescent phase ha
been prolonged in the countryside of West Germany during these
years of increasing technical and economic development. Findings
indicate occupational adult positions are acquired later, while
family adult positions are acquired earlier than 25 years ago,
young people leaving home earlier and more radically. A long per
of post-adolescence promotes social change when long-term juven
question goals and values of society and search for alternate
behavior patterns. These young adults are open to innovations an
have progressive ideas about marriage, family, and the positions
wives. Contemporary rural young adults with a long post-adolesce
are more interested in political affairs and are more frequently
attracted to progressive political parties. If this period is
experienced positively, new ideas and constructive efforts towar
further development can be expected. If this period is negative,
evidence of resignation or aggression from young people can resu
(NEC)

ED 260 871 RC 015 4

Gardener, Clark; Quezada-Aragon, Manuela L.

Undocumented Children: An Ongoing Issue for the Public Educatio System.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cr N. Mex.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC

PUB DATE- 84

NOTE- 4p.

CONTRACT- 400-83-0023

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Access to Education; *Educational Finance; Educat Legislation; *Educational Policy; Elementary Secondary Educat Enrollment; Program Costs; Program Development; *Public Educa School Districts; State Legislation; Student Characteristics; *Undocumented Immigrants

IDENTIFIERS- ERIC Digests; *Undocumented Students

The issue of providing public education for undocumented stud (children of foreign-born persons who reside and/or work in the United States without proper permission from immigration authorities) is receiving current attention for two major reaso (1) fear that the financial burden on local taxpayers will incr in areas with increasing concentrations of undocumented student and (2) Supreme Court declaration that Section 21.031 of Title the Texas Education Code, which denies reimbursement of funds t local school districts for educating undocumented children, is unconstitutional. While Texas estimates $85 million a year is s to educate undocumented students and Los Angeles estimates annu expenditures of $415 million, the question of the actual cost o educating undocumented students continues because most states l actual enrollment figures. The cost of developing and implement programs for undocumented children depends upon district characteristics (numbers of students, taxable property per pupi teacher linguistic characteristics, presence of programs for limited-English-speaking students, pupil-teacher ratios, histor enrollment patterns, status of physical facilities, and proximi to migration streams used by undocumented persons) and student characteristics (numbers, age dispersion, geographic dispersion English fluency, prior educational experiences, length of prese in this country, and socioeconomic status). (NEC)

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Schwartz, Rhea
The Respond/Read/Replicate/Report System.
PUB DATE- Mar 85
NOTE- 11p.; Paper presented at the Annual National Rural Speci
Education Conference (5th, Bellingham, WA, March 19-22, 1985
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Characteristics; Evening Programs;
*Individualized Instruction; Needs Assessment; Rural Areas;
Education; *Rural Extension; *Special Education Teachers; *T
Methods
IDENTIFIERS- *Florida

An effective teaching technique for a university extension c
for rural special education teachers is the respond/read/replicate/report system. The four-step system was developed to stimulate tired, beleaguered teachers with differ
experiences, knowledgeability, and teaching/learning styles wh
drove up to 60 miles on country roads to attend a 15-session,
hour evening class after putting in a full day teaching except
children. Step 1, "Teachers Respond," permits the teachers to respond to a needs assessment by developing personal course outlines, sequenced and prioritized according to their needs.
2, "Teachers Read," provides teachers with time before and aft
each class to find applicable materials for their next topic f
the instructor's portable extension library. In Step 3, "Teach
Replicate" occurs. Given the general topic of the week, teache
read an article applicable to their needs in the classroom in
of improving behavior, learning, strategies, evaluations, etc.
do an approximate repetition of the idea, theory, method, or technique with their own class. Step 4, "Teachers Report," req
a detailed, formatted written report of what was done in Step
what happened, plus a verbal rendition and discussion of the experiment and its relevancy to the teacher's classroom. (NEC)

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ED 260 901 SE 045 9

Bloom, Joel; Rabinowitz, Stanley
Improving Secondary Science Instruction through Inservice Trai
and an Electronic Information Exchange System (EIES).
PUB DATE- 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Ameri
Educational Research Association (69th, Chicago, IL, March 3
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Con
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; Educational Research;
Schools; *Inservice Teacher Education; *Instructional Improv
Program Effectiveness; Program Evaluation; Science Education
*Science Instruction; *Secondary School Science;
*Telecommunications
IDENTIFIERS- *Computer Uses in Education; New Jersey

A three-phase inservice program was developed for New Jersey school science teachers. During the first phase, teachers rece pre-inservice training (obtaining computer hardware and softwa becoming familiar with their use, beginning to use an electron information exchange system-EIES and giving information to col facilitators as the desired content for summer training). Summ inservice training took place during the second phase. The thi phase examined the teachers' continued inservice and usage of electronic communication, and their ability to apply material classroom situations. Data were collected by means of evaluati forms, follow-up questionnaires, and on-line monitoring of participant time on the EIES, number of messages, and content the conferencing to answer four questions. These questions focu on the role the EIES played in the effectiveness of the project effect of inservice sessions and the EIES on classroom practice effect of project activities on participants (other than class applications), and on whether teachers would use the EIES to follow-up on the inservicing and to discuss curricular and instructional issues on support of the training. Preliminary findings (which indicate the project's effectiveness) and thre observations regarding the implementation process are presente

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ED 260 916 SE 045

Weinberg, Stan, Ed.
Reviews of Thirty-One Creationist Books.
National Center for Science Education, Inc., Syosset, NY.
SPONS. AGENCY- Iowa Academy of Sciences.
PUB DATE- 84
NOTE- 77p.
AVAILABLE FROM- Stan Weinberg, NCSE, 156 East Alta Vista, Ottu
52501 ($5.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (07
DESCRIPTORS- *Biology; Books; *Creationism; Elementary Seconda
Education; *Evolution; *Geology; Publications; *Religious Fa
*Science Education
IDENTIFIERS- *Iowa

Provided in this document are reviews of 31 creationist publications. The reviews, written by Iowa teachers and scient were conceived in 1982 during a drive by Iowa creationists to install their books and other materials in the schools of 60 I communities. Introductory comments on the format of the review several generalizations are included in a preface. (JN)

ED 260 595 FL 015 173

[illegible]

Communicative, Language, and Academic Proficiencies of Limited English Proficient and Native English Speaking Elementary School Students.

PUB DATE 85

NOTE [illegible] Paper presented at the annual meeting of the American Educational Research Association (Chicago, IL, March 31 - April 4, 1985).

LANGUAGE English

EDRS PRICE MF01/PC02 Plus Postage.

PUB TYPE Reports - Research/Technical (143) -- Speeches, Conference Papers, Papers Presented at [illegible] (150)

DESCRIPTORS *Academic Achievement; Bilingual Education; *Communicative Competence (Languages); Comparative Analysis; Elementary Education; *Elementary School Students; English (Second Language); *Language Proficiency; Lao; *Limited English Speaking; Native Speakers; Receptive Language; Spanish Speaking

A research project investigated communicative language skills and the academic proficiency of native English speakers and limited-English-speaking (LEP) elementary school students. The subjects were 384 native English speakers and bilingual program participants, speakers of Lao and Spanish. The data are derived from a locally developed assessment system that has been validated. The results, based on analysis by language subsample, by grade and across grades, confirm that there are qualitative and quantitatívce differences between the groups in all the investigated facets of English language proficiency. Meaningful intercorrelations among second language, school-based proficiencies are found in LEP students. A statistically significant association between receptive communicative proficiency and academic proficiency emerges for younger, but not older, native English speakers. A theoretical framework that explores the relationships among the stated proficiencies is found usable for both LEP and native English speaking students. The implications of these findings for ESL and bilingual education programs are discussed. (Author/MSE)

ED 260 703 IR 011 780

Jeger, Abraham M.; Slotnick, Robert S.
Toward a Multi-Paradigmatic Approach to Evaluation of CAI: Experiences from the N.Y.I.T. Computer-Based Education Project.
New York Inst. of Tech., Old Westbury.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 23 Jan 85
NOTE- 18p.; Paper presented at the New York Institute of Technolog Invitational Seminar on Computer-Based Education (Old Westbury, January 23, 1985).
GRANT- G008202189
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Courseware; *English Instruction; *Evaluation Methods; Higher Education; Instructional Material Evaluation; *Mathematics Education; *Microcomputers; Skill Analysis; Student Attitudes
IDENTIFIERS- *Instructional Effectiveness; *Software Evaluation

Designed to present a rationale for evaluating the implementatio of computer assisted instruction (CAI) in higher education, this paper describes a multi-paradigmatic approach to the evaluation of CAI pilot implementation efforts and its application in various math and English courses at the New York Institute of Technology (NYIT). Students in two math courses--Developmental Math and College Algebra--and four different English courses--Communication Skills, Composition, Business Writing, and Technical Writing--spent significant portions of class time working in a microcomputer laboratory utilizing Apple/Franklin and Commodore 64 computers. Evaluations of instructional effectiveness focused on a process analysis, but a quantitative evaluation was also conducted. Included are discussions of: (1) CAI and student role changes; (2) CAI and faculty role changes; (3) faculty professional development; (4) points unique to the math experience; (5) points unique to the English experience; (6) student attitudes toward computers and math CAI; (7) students' perceptions of word processing in the learning of writing; and (8) unanticipated negative consequences. Findings indicate that: CAI students demonstrated a good conceptual grasp of subject matter; their difficulties were identified quickly; they often worked in pairs, which provided mutual support; and faculty were able to interact individually with students, observe the learning process closely, and intervene directly and immediately. (JB)

ED 260 745 JC 850 454

Hollins, Carol S.
Why They Don't Come Back: A Study of Non-Returning Students at Joh
Tyler Community College, Winter 1985 to Spring 1985.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- Jul 85
NOTE- 54p.; For a related document, see JC 850 452.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires
Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Dropouts; *Enrollment Influences
Full Time Students; *Participant Satisfaction; Part Time Student
Questionnaires; School Surveys; Student Educational Objectives;
Year Colleges; *Two Year College Students; *Withdrawal (Educatio

In spring 1985, a study was conducted at John Tyler Community College (JTCC) to gather information from former students who were enrolled in winter 1985, but did not return in spring 1985. The study focused on students' primary goal for enrolling, whether tha goal was achieved, reasons for withdrawal, current occupations, an plans for returning to JTCC. In addition to the 150 full-time students who dropped out between winter and spring 1985, 263 non-returning part-time students were also surveyed. Study findings, based on a 42% response rate, included the following: (1 proportionately, males tended to drop out at a higher rate than females; (2) a much greater proportion of black full-time students dropped out compared to their representation in the population; (3 Electronics, Data Processing, Management, Business Administration, Human Services, and pending curriculum were the areas with the largest percentage of full-time dropouts; (4) full-time students tended to give "pursuit of a degree, certificate, or diploma" as their educational goal, while part-time students cited "taking one or more job-related courses"; (5) 70% of the respondents were working at the time of the survey; and (6) 77% of the former students planned to return to JTCC. Recommendations were developed based on study findings for reducing student attrition. Former student comments and the questionnaire are included. (Author/AYC)

ED 260 759 JC 850 47

Asher, V., Ed.; Kline, L., Ed.
Communication II: A Basic Report Writer's Guide. Revised.
Pikes Peak Community Coll., Colorado Springs, CO. Communications
Humanities Div.
PUB DATE- Sep 83
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Communication Skills; Community Colleges; Course Descriptions; *Course Organization; Two Year Colleges; Vocabula Writing (Composition); *Writing Instruction; Writing Skills

This course syllabus presents information on Communications II, course offered at Pikes Peak Community College to provide student with practice in communication, while emphasizing vocabulary and basic writing techniques. A course outline is first presented, including a course description, a statement of general objectives and a list of units. Next, specific objectives for each of the course's four units are presented. The bulk of the document is comprised of descriptions of each of the following course units: (1) Word Usage, which focuses on pronunciation, syllabic division definitions, labels and idioms; (2) Sentence Structure, which covers subjects, verbs, clauses and phrases, types of sentences, and restrictive and non-restrictive clauses; (3) Organization and Paragraph Development, which deals with limiting the topic, thesi statements, outlining, paragraph development, paragraph structure transitions, revision and summary; and (4) Basic and/or Final Report, which includes formatting guidelines, final report requirements, and examples. Each unit summary includes informational text, examples, and exercises. (LAL)

ED 260 773 JC 850 48

Kassebaum, Peter
Economic Systems: A Modular Approach. Cultural Anthropology.
College of Marin, Kentfield, Calif.
PUB DATE- 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; *Community Colleges; *Culture; *Economics; *Learning Modules; Models; *Social History; *Sociocultural Patterns; Socioeconomic Influences; Two Year Colleges
IDENTIFIERS- *Cultural Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module uses a systems approach to allow students to see the connections and similaritie which most cultural groups share on the basis of the type of economic organization that they exhibit. The module begins with a general discussion of economics, systems theory in cultural anthropology, and the use of models. The bulk of the module appli a generalized model of economic organization to hunting and gathering, pastoral, and horticultural forms of economic organization. These economic systems are described in terms of: (population size; (2) range of material culture, including transportation, manufacturing tools, raw materials, diet, shelter clothing, food processing, ritual objects, children's items, musical instruments, recreational traits, art, and utilitarian-personal traits; (3) non-material culture; (4) ritual behaviors and belief systems; (5) social groups; (6) communicatio (7) political traits; (8) kinship; (9) medicine; and (10) sexual behavior. Finally, a test for students is presented. (LAL)

ED 260 803 PS 015 27

Donaldson, Morag L.
Young Children's Production of Causal Connectives.
PUB DATE- 83
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; Foreign Countries; *Language Acquisi
*Logic; *Physical Environment; *Preschool Children; Preschool
Education; *Psychology
IDENTIFIERS- *Causal Connectives; Cause Effect Relationship;
*England; Explanations; Physical Properties

In a series of elicited production experiments, eight 3-year-o and eight 4-year-olds were asked to explain three types of phenomenon: physical, psychological, and logical. Three main findings emerged from an analysis of the children's uses of the causal connectives, 'because' and 'so.' First, the children made very few errors in producing the causal connectives. Only 6 perc of the children's uses involved inversions of the cause-effect relationship. Second, the children's ability to use the causal connectives appropriately did not vary according to the type of phenomenon being explained. Third, the explanations were appropriate to the type of phenomenon being explained. For exampl the children usually explained physical phenomena in terms of physical causality. Thus, contrary to Piaget's claims (1929), the children did not tend to psychologize. Results are contrary to those of Piaget (1926, 1928, 1929, 1930) and also to those of several comprehension experiments (e.g., Corrigan, 1975; Kuhn and Phelps, 1976; Emerson, 1979). On the other hand, the present results are consistent with the results of Hood's (1977) producti study. Possible reasons for the discrepancy in results are discussed with particular reference to the relationship between comprehension and production of language. (Author/RH)

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ED 260 830 PS 015 30

Spencer, Carole M.
Children of Teenage Parents: A Review of the Literature.
Illinois State Board of Education, Springfield, Dept. of Plannin
Research and Evaluation.
PUB DATE- Jan 85
NOTE- 35p.; For other papers in this series, see PS 015 295-305.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Birth Weight; *Early Parenthood; Econ
Factors; Educational Attainment; *High Risk Persons; Illegitim
Births; Infant Mortality; *Infants; *Intervention; One Parent
Family; Parent Education; Physical Health; *Pregnancy; Prematu
Infants; Psychological Patterns; Social Influences; Social
Problems; State Surveys; Statistical Studies; Welfare Services
IDENTIFIERS- *Illinois

While most programs for prospective teenage parents address th
obvious and immediate needs of the parents - prenatal care,
nutrition, delivery, and financial assistance - the purpose of t
paper, one of several reports forming a comprehensive policy stu
of early childhood education, is to identify the problems
associated with teenage childbearing, review the research on
teenage pregnancy, discuss intervention programs, and recommend
additional intervention programs. It has been assumed that child
of teenage mothers have more physical, emotional, and intellectu
handicaps than do children born to older mothers. Until recently
few studies have analyzed the evidence related to this claim. So
current findings attempt to assess the impact of adolescent
motherhood on infants and young children. This review presents d
regarding the demographics of teenage pregnancy. Specifically
addressed are the problems associated with teenage childbearing:
infant death risk, premature and low-birth-weight babies, Aid to
Families With Dependent Children and other welfare assistance, a
the education of the teenage parent. A review of the research
related to the problems associated with teenage childbearing for
the second part of the paper, focusing on (1) economic and socia
consequences, (2) physical health consequences, and (3) emotiona
developmental, and cognitive consequences. Also reported are the
results of some intervention programs for teenage parents and th
children. Recommendations are made for intervention programs in
Illinois. Extensive 1982 data on Illinois teenage mothers are
provided in tables throughout the paper. Two appendices provide
listings and findings of research studies dealing with the outco
of teenage pregnancies and the children of adolescent parents. (

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ED 260 945 SE 045

Reyes, Laurie Hart; Stanic, George M. A.
A Review of the Literature on Blacks and Mathematics. Inform
Bulletin No. 1, 1985.
**ERIC Clearinghouse for Science, Mathematics, and Environment
Education, Columbus, Ohio.**
SPONS. AGENCY- National Inst. of Education (ED), Washington,
PUB DATE- 85
NOTE- 9p.; For the conference paper on which this is based,
257 643.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio
Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials -
Information Analysis Products (071) Other/Miscellaneous (N
Classifiable Elsewhere) (999)
DESCRIPTORS- *Black Achievement; Black Students; Educational
Research; Literature Reviews; *Mathematics Achievement; Ma
Curriculum; *Mathematics Education; Minority Groups; Model
*Racial Differences; Sex Differences; Socioeconomic Influe
Student Attitudes; Teacher Attitudes

This information bulletin reviews the research literature
and mathematics. The amount of research that focuses specifi
on race differences in mathematics in an attempt to explain
lessen those differences is small. Research of the past ten
indicates that black students, when compared to white studen
take fewer mathematics courses and achieve at a significantl
level, although the differences are growing smaller. Some fa
which may explain why these differences exist are presented,
the focus on race, gender, and social class. A model relatin
factors is presented and described. The review of the litera
concerns societal influences, teacher attitudes, school math
curricula, student attitudes and student achievement-related
behaviors, classroom processes, and student achievement. Fol
the concluding summary, in which directions for future resea
also noted, an extensive list of references is included. (MN

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ED 260 973

Meirovitz, Marco; Jacobs, Paul I.
Muscles of the Mind: An International Program to Improve Thi
PUB DATE- 84
NOTE- 17p.; Paper presented at the Harvard International Conf
on Thinking (Cambridge, MA, August 19 [illegible], 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descripti
Speeches, Conference Papers, "Papers Presented at [illegible] (150
DESCRIPTORS- Adult Education; Communication Skills; Communit
Education; *Creative Thinking; Educational Games; Elementar
Secondary Education; Logic; *Logical Thinking; Memory; Plan
*Problem Solving; Program Descriptions; *Skill Development;
Visualization

A program for teaching children and adults the thinking sk
important in everyday life is described. This program, which
been tried out and evaluated in the United States, France,
England, Australia, Japan, and Israel, is needed in every sch
and community as a "gymnasium for the mind," to help people
use their natural intellectual potential, just as a regular
gymnasium helps people fully use their physical potential. Th
program uses games to develop the skills of deductive logic,
inductive logic, planning, remembering, creative thinking, an
solving, visualization, and communication. Most of the games
kit containing number cards, letter cards, picture words, sha
color cards, and a playing board. The kit can be bought or ca
easily constructed. An example of one of the games--an abstra
game of deductive logic--is included. Each kit game is presen
several levels from simple to more difficult and can, therefor
used with various age levels. The publication ends by listing
answering nine commonly asked questions about the program.
(Author/RM)

ED 260 608 HE 018 557

Reauthorization of the Higher Education Act: Program Descriptions, Issues, and Options. 99th Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.; Library of Congress, Washington, D.C. Congressional Research Service.

REPORT NO.- Senate-Prt-99-8

PUB DATE- Feb 85

NOTE- 505p.; Document contains small print.

LANGUAGE- English

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Libraries; Continuing Education; Cooperative Education; Disadvantaged; *Federal Aid; *Federal Legislation; Federal Programs; Financial Support; Government School Relationship; *Higher Education; International Education; Program Descriptions; Research and Development; Student Financial Aid; Student Loan Programs; Teacher Education; Work Study Programs

IDENTIFIERS- College Costs; Congress 99th; *Higher Education Act 1965; Reauthorization Legislation

Background information on the Higher Education Act and issues and options for each title of the Act are considered in this report, which was prepared to help the U.S. Congress in its consideration of the reauthorization legislation. Included are basic data about higher education in the United States and an overview of research and development (R&D) activities being conducted in higher education institutions. The following topics are addressed: institutional purpose, enrollment trends, earned degrees, faculties, institutional support, public funds for private institutions, institutional versus student aid, tuition policies, institutional eligibility, benefits and costs, and private sector support and collaboration. Student grant and loan programs and work-study programs are covered, along with: institutional aid programs; the college library program; construction, renovation, and equipment programs; special programs for the disadvantaged; teacher education; cooperative higher education programs; international education programs; the Fund for the Improvement of Postsecondary Education; continuing education programs and planning; and R&D funding. Appendices contain a brief summary of the recent report entitled "Involvement in Learning" and abstracts of the reports issued by the National Commission on Student Financial Assistance. (SW)

ED 260 622 HE 018 575

The SCUE White Paper on Undergraduate Education.
Pennsylvania Univ., Philadelphia. Student Committee on Undergraduate Education.
PUB DATE- 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; Change Strategies; *College Admission; *College Curriculum; *College Housing; College Instruction; College Students; Commuting Students; Core Curriculum; Educational Innovation; Engineering Education; Higher Education; *Instructional Innovation; Nursing Education; On Campus Students; Student Organizations; Teacher Student Relationship; *Undergraduate Study
IDENTIFIERS- Student Initiated Activities; *University of Pennsylvania

Critical areas of undergraduate education are discussed, and creative suggestions for maintaining excellence in Pennsylvania education are offered by the Student Committee on Undergraduate Education (SCUE) at the University of Pennsylvania. Specific topics include: the curriculum, advising, teaching, residential life, and admissions. The suggestions concern: (1) program changes or additions, (2) areas that deserve extended study by the university, and (3) comprehensive proposals for development or transformation of large programs. To facilitate cultural understanding, a program consisting of four courses concentrating on a past era of society is proposed. Also considered are: the role of arts and sciences distributional guidelines, the College of Arts and Sciences curriculum, the School of Engineering and Applied Science curriculum, and the School of Nursing curriculum. Information is included on the needs, goals, emphases, and trends of the freshmen, sophomore, junior, and senior years. Proposals concern: a major university conference on the effective communication of knowledge, five student residential options, and a revision of the admissions process to seek diverse applicants and to give greater weight to possible nonacademic contributions to the university. (SW)

ED 260 635 HE 018 624

Whitham, Michele; Erdynast, Albert

Applications of Developmental Theory to the Design and Conduct of Quality Field Experience Programs: Exercises for Educators. PANEL Resource Paper #8.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 82

NOTE- 38p.; Revision of a paper presented at the Annual Conference of the National Society for Internships and Experiential Education (10th, October 1981). For related documents, see HE 018 617-635.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; College Students; *Developmental Stages; *Experiential Learning; *Field Experience Programs; Higher Education; Interpersonal Relationship; Interprofessional Relationship; *Program Design; Student Development; *Theories

The application of structural-developmental theory to experiential education practice is discussed. The theory is based on the concept of stages, which are structurally whole, internally consistent systems of thought that organize the individual's understanding of, feelings toward, and actions on the world. Stage theory presents the image of an expanding self that is forced to reach for a new formulation of reality more adequate to the situation at hand. The structural-developmental theory presents a working model of "the whole person" as the totality of all his/her capacities (cognitive, moral, social, ego). It is possible for experiential education to promote development by deliberately supplying the prerequisite conditions for movement from stage to stage.

Structural-developmental theory has implications for: (1) how experiences for individual students are structured; (2) how educators interact with students; and (3) how educators interact with the community placement staff. Using these three aspects of experiential education, elements of good practice are covered, based on the theory. Three group exercises and checklists are included to stimulate thinking differently about experiential activities, how field experiences are planned and structured, and objectives of the experience. (SW)

ED 260 649 HE 018 638

Follow-Up Survey of the 1983 Bachelor's Degree Recipients from Maryland Public Institutions. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Jul 85
NOTE- 71p.
AVAILABLE FROM- State Board for Higher Education, 16 Francis Street, Annapolis MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; *Bachelors Degrees; *College Graduates; *Education Work Relationship; *Employment Experience; Graduate Study; Graduate Surveys; Higher Education; Job Search Methods; *Majors (Students); Salaries; State Colleges; Underemployment; Unemployment
IDENTIFIERS- *Maryland; *Public Colleges

Results of a survey of 1983 bachelor's degree recipients at Maryland's public four-year institutions are presented. Statistical findings and a brief narrative summary cover graduates' postgraduation educational activities, employment and occupational status, and achievement of important goals. The largest percentage of graduates majored in business (20.1 percent), interdisciplinary studies (15.7 percent), social sciences (11.3 percent), education (8.2 percent), and engineering (6.8 percent). Additional findings show that: 24 percent of the graduates had transferred from a two-year college, and 23 percent had transferred from another four-year institution; 54 percent of the graduates had received scholarships, grants, and/or Veterans Administration benefits, while 41 percent also owed on loans; 79 percent planned to complete a higher degree, while 31 percent had already enrolled for some form of college credit and 19 percent were enrolled in programs leading to graduate or professional degrees; and 78 percent were employed full-time and 12 percent part-time. Information is also provided on the location of respondents' employment, length of job search and source of job, the relationship between major and occupation, and job preparation and evaluation. (SW)

ED 260 690 IR 011 762

Dwyer, Daniel J.

An Exploratory Study of the Effect of Screen Size and Resolution on the Legibility of Graphics in Automated Job Performance Aids. Fina Report.

Air Force Human Resources Lab., Brooks AFB, Texas.; Naval Training Equipment Center, Orlando, Fla.

REPORT NO.- AFHRL-TR-84-55; NAVTRAEQUIPCEN-IH-355

PUB DATE- 30 May 85

NOTE- 49p.; Cooperative Study Series.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; *Computer Graphics; Evaluation Methods; *Instructional Material Evaluation; *Microcomputers; Military Training; *Screens (Displays); Technical Education; Training Methods; *Visual Discrimination

IDENTIFIERS- Cathode Ray Tubes; Job Aids; *Legibility

Designed to assess the effect of alternative display (CRT) screen sizes and resolution levels on user ability to identify and locate printed circuit (PC) board points, this study is the first in a protracted research program on the legibility of graphics in computer-based job aids. Air Force maintenance training pipeline students (35 male and 1 female) served as participants in the study, which examined three cathode ray tube (CRT) screen sizes (5"X5", 9"X9", and 12"X12") and four levels of resolution (35, 70, 140 and 280 dots/pixels per inch), and assessed the impact of changes in these variables on locator task performance. The screen sizes were selected as representative of the range of display screens commercially available. The task involved locating test points (i.e., components and solder connections) on two actual PC boards (one component side and one pin side) based on test points identified in a graphic display. The report includes: (1) background information; (2) test methods, including sample, apparatus, procedure, design and analysis, and performance measures; (3) results, including response accuracy and response time; (4) conclusions; (5) references; (6) a four-page bibliography; and (7) appendices, which include a summary of past research, the verbal instructions to students, student instructions presented on CRT, and data tables. Findings showed that the smallest screen could not be used for graphics with high information density and low discriminability, but the two larger screens were adequate for all tested information. (JB)

ED 260 717 IR 051 217

Nakayama, Kazuhiko

Information Processing Studies in Japan. National Institute for
Educational Research Occasional Paper 01/85.

National Inst. for Educational Research, Tokyo (Japan).

PUB DATE- Jun 85

NOTE- 36p.; Translated from the Japanese for dissemination among
Unesco Member States in Asia and the Pacific.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; *Computer Literacy; *Computer
Science Education; *Curriculum Development; Educational Facilitie
*Educational Practices; Elementary Secondary Education; Higher
Education; Information Processing; *Information Science;
*Microcomputers; National Surveys; Professional Education; Teache
Education; Vocational Education

IDENTIFIERS- *Japan

This report on information processing studies in Japan focuses on the installation and utilization of microcomputers at various educational levels, subject areas, and types of schools. Types of use explored include computer assisted instruction, computer managed instruction, and computer education. A brief description of the Japanese educational system and its current situation is followed by a presentation on how information processing studies are being carried out in schools with respect to form and content. The six-part paper comprises the following sections: (1) Education in Japan; (2) Curricula and Organization of the Teaching Content; (3) Information Processing Studies in Elementary, Lower Secondary, and Upper Secondary Schools; (4) Information Processing Studies in Universities; (5) Information Processing Studies in Special Training Schools; and (6) Information Processing Studies Outside the School. Numerous tables present sample curricula and statistics related to the discussion. (THC)

ED 260 731 IR 051 237

Cataloging Manual for Nonbook Materials. RS 85-7795.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- May 85
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Card Catalogs; *Cataloging; Elementary Secondary Education; Guidelines; *Instructional Materials; *Library Materials; Library Technical Processes; *Nonprint Media; *School Libraries; State Programs
IDENTIFIERS- *Catalog Cards; *Hawaii

This revised edition of the cataloging manual for nonbook materi is to be used by school librarians as a resource in developing anc maintaining an expanding collection of nonbook materials. Entries in the document are based on the second edition of "Anglo-Americar Cataloging Rules" (AACR2), and on "Guidelines for Using AACR2 Chapter 9 for Cataloging Microcomputer Software" (1984). Consistency with the American Library Association (ALA) rules and guidelines ensures compatibility with other state and national databases for future networking potential. The introduction of thi document includes a definition of nonbook materials, information c classification, elements included on the catalog card and their arrangement, suggestions for processing, and definitions of nonboc formats. Individual sections for each of 20 nonbook formats cover definition; entry; publication and distribution; physical description; series statement; educational level; notes; and suggestions for processing. Formats covered are: activity cards, art prints, charts, dioramas, filmstrips, flash cards, games, globes, kits, machine readable data files, maps, microforms, models, motion pictures, realia, slides, sound recordings, study prints, transparencies, and videorecordings. (THC)

ED 260 788 PS 015 24

Davidson, Philip M.
Development of the Class Vicariance Inference.
PUB DATE- 31 May 84
NOTE- 15p.; Paper presented at the Annual Symposium of the Jean Piaget Society (14th, Philadelphia, PA, May 31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Ability; *Cognitive Development; *Inferences; Videotape Recordings; *Young Children
IDENTIFIERS- *Class Vicariance; *Concrete Operations; Developmenta Patterns; Piagetian Theory

Distinguishing two forms of inference (additive and general vicariance), this paper describes a procedure for assessing class vicariance that attempts to control potentially confounding effec of verbal comprehension. The term "class vicariance" refers to th inference that a class remains invariant under arbitrary dichotomous partitionings. Additive vicariance refers to inferenc in which subclass structure is additive and involves no class multiplication. General vicariance refers to inferences in which classes are partitioned multiplicatively. A broader theoretical issue addressed by this research is that of whether additive and multiplicative operations on classes develop simultaneously or asynchronously. It is hypothesized that applying vicariance in th case of additive subclasses would be achieved earlier than applyi it in the general case of multiplicative subclasses. A total of 7 children were tested individually on four additive and three general vicariance problems. Subjects ranged in age from 5 years 7 years, 10 months. Findings support Piaget's interpretation of additive class vicariance as a distinct acquisition of the concre operational period. Performance on these problems shows progressi development across the age range of 5 through 7 years. Clearly, though, children do not achieve consistent success on these problems even at age 7, and this is especially true for general vicariance problems. (RH)

Nicolopoulou, Ageliki
Young Children's Development of Similarity and Difference Relatio
PUB DATE- Jun 85
NOTE- 18p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Classification; *Cognitive Abilit *Preschool Children; Preschool Education; Research Methodology; Spatial Ability; *Spontaneous Behavior
IDENTIFIERS- Analytical Methods; Coding; Construction Tasks; Dialectic (Concept); Difference Relations; Piagetian Theory; *Predicate Structure; *Preoperational Thought; Similarity Relat

The present study examines interrelations between young childre conceptions of similarity and difference prior to the operational coordination of these relations. A total of 24 preoperational children, 8 each at 3, 4, and 5 years of age, were tested with a classificatory task. Materials included four different geometrica shapes, with four identical objects of each shape. Objects of the same shape were of the same color, while each of the four shapes had its own color. Each child was tested individually and the entire session was videotaped. All 16 objects were presented in a random pile, and the children were asked to make something with t objects. Analysis focused on the way children's spontaneously bui constructions exhibited the spatial relations of contact or contact-and-separation combined with the features of uniformity, complete and incomplete alteration, or no apparent pattern. Resul indicate that 3-year-old children express relations of similarity and difference in a limited form. Four-year-old children express differences through contact, a previously infrequent form. When this form includes all given objects, it expresses maximum differences. By 5 years of age, when this form includes all given objects, it spatially alternates equal numbers of same objects an different classes. The similarity relation at all three age group is marked through an infrequent form that expresses consistency i the criteria of predication, although the number of classes or objects included in these constructions differs by age. (Illustrated coding categories are included.) (RH)

ED 260 844 PS 015 3

Superintendent's Early Childhood Study Group Report.
Michigan State Board of Education, Lansing.
PUB DATE- Sep 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Early Childhood Education; *Educational Finance; *Educational Policy; *Kindergarten; Pre Education; Questionnaires; Reading Readiness; School District *School Readiness; Screening Tests; *State Aid; State Surveys
IDENTIFIERS- *Michigan; Screening Procedures

Intended to provide an intensive and comprehensive view of al early childhood programs serving children before they enter fir grade, this population study focused on preschool, readiness kindergarten, regular kindergarten, and readiness first grade programs in all of Michigan's 528 K-12 school districts. Reflec the 1983-84 school year, data focused on 11 questions contained The Survey of Public School Pre-Kindergarten and Kindergarten Programs. The report of findings is organized according to prog type, and a summary of findings is provided prior to the presentation of data. Recommendations to the State Board of Education and to the governor and legislature are offered. It i concluded that existing kindergarten programs must be upgraded addressing issues of parent education, class size, teacher training, program options, screening, and program development. Appendices provide (1) a list of members of the Superintendent' study group on early childhood education; (2) the survey questionnaire; (3) lists of screening and/or readiness testing instruments used in the programs (including district frequencie (4) figures indicating, by district, number of developmental kindergartens; pre-first graders; amount of state aid per pupil total state cost; as well as longevity by program type. (RH)

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ED 260 917 SE 045

Cain, Peggy W.
Developing a Repertoire of Activities for Teaching Physical Sc
South Carolina State Dept. of Education, Columbia. Curriculum Development Section.
PUB DATE- 85
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Clas Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Demonstrations (Educational); *Electricity; Matter; *Mechanics (Physics); *Physical Scienc *Science Activities; Science Education; Science Experiments; *Science Instruction; Secondary Education; *Teaching Methods
IDENTIFIERS- South Carolina

This activity manual is divided into 15 units which focus on nature of science; metric measurements; properties of matter; energy; atomic structure; chemical reactions; acids, bases, an salts; temperature and heat; readioactivity; mechanics; wave motion, sound, and light; static charges and current electrici magnetism and electromagnetism; electronics; and space science Each unit contains an objective, instructional strategies (whi provide background information for concepts fostered), activit and applications and implementation (in which past, present, a future experiences of students are related to the concepts demonstrated in the activities). Activities may include demonstrations, individual and guided experiences, and laborat experiences. Each of them explains a concept by the use of vis tactile, auditory, and kinesthetic teaching/learning styles. B comments on safety and the objectives and content for a genera physical science course are included. (JN)

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ED 260 931 SE 045

Renner, John W.; And Others

Physics. Teacher's Guide. Investigations in Natural Science.

Costa Rica Univ., San Jose. Research Inst. for the Improvemen Costa Rican Education.; Norman Independent School District Okla.

PUB DATE- 85

NOTE- 371p.; For student investigations and readings see SE 0 A joint project of the Science Education Center, University Oklahoma and the Science Department, Senior High School of Public Schools.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cla Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- High Schools; *Learning Processes; *Physics; *Sc Activities; Science Education; *Science Experiments; *Scien Instruction; *Secondary School Science; Teaching Methods

Investigations in Natural Science is a program in secondary biology, chemistry, and physics based upon the description of science as a quest for knowledge, not the knowledge itself. T teaching guide is designed for use with the 36 physics investigations found in the student manual. These investigati focus on concepts related to: movement; vectors; falling obje force and acceleration; a property of matter; mass and acceleration; laws of motion; circular motion; gravitational attraction; friction; the balance; the NBP (natural balance p multiple forces; the lever; other machines; the inclined plan energy; measuring heat; measuring heat in solids; circuits an currents; electrical circuits; electricity at rest; magnetism currents and magnetism; light; light and plane mirrors; light concave mirrors; refraction of light; light and converging le waves; waves and barriers; speed of a wave; meeting waves; pe wave relationships; sound; and harmonics. Each investigation includes activities related to the three learning cycle compo (exploration, conceptual invention, and expansion of the idea one or more readings. The guide contains: a list of physics concepts fostered in each investigation; detailed instruction strategies for the learning cycle activities in each investig answers to the student reading questions (however, the readin appear only in the student manual); and lists of equipment ne to complete experiments. (JN)

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ED 260 960 SO 016

Curriculum Development in Population Education.
Abstract-Bibliography, Series 6.
United Nations Educational, Scientific, and Cultural Organiz
Bangkok (Thailand). Regional Office for Education in Asia
Pacific.
REPORT NO.- BKP/85/OPE/229-1000
PUB DATE- 85
NOTE- 112p.; Published under UNFPA Project RAS/74/P02. For r
documents, see ED 199 057, ED 213 617, ED 238 802, and ED
AVAILABLE FROM- UNESCO Regional Office for Education in Asia
Pacific, P.O. Box 1425, General Post Office, Bangkok, Thai
10500.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Agriculture; Biology; *Compara
Education; *Curriculum Development; Curriculum Evaluation;
Developing Nations; Educational Objectives; *Educational P
Educational Research; Educational Strategies; Elementary S
Education; Environmental Education; Foreign Countries; Geo
Instruction; Higher Education; Home Economics Education;
Interdisciplinary Approach; Nonformal Education; Nontradit
Education; Physicians; Physiology; *Population Education;
Instruction; Social Studies; Teacher Education
IDENTIFIERS- Asia; Bangladesh; India; Korea; Malaysia; Nepal
Islands; Pakistan; Philippines; Thailand

Part of a series of annotated bibliographies dealing with
and problems raised by educators involved with population ed
programs, this publication addresses curriculum development
population education. Curriculum development is the most imp
component of a population education program, for it is throu
curriculum materials that learners receive population educat
messages. Entries are organized into six major parts: (1)
Strategies for Curriculum Development in Population Educatio
the Formal Education System; (2) Strategies for Curriculum
Development in Population Education in the Non-Formal Educat
System; (3) Development of Curriculum Materials in Specific
Areas; (4) State-of-the-Art on Curriculum Development in Asi
the Pacific; (5) National Experiences in Curriculum Developm
Population Education; and (6) Evaluation and Research in Cur
Development in Population Education. Countries dealt with in
entries include Asia, Bangladesh, India, Malaysia, Nepal, th
Pacific Islands, Pakistan, the Philippines, the Republic of
and Thailand. Subject and geographic indexes are provided. (

ED 260 594 FL 015 174

[illegible], Kamal K.
Language Maintenance and Language Shift Among Asian Indians:
Kannadigas in the New York Area.
PUB DATE 85
NOTE [illegible]
LANGUAGE English
EDRS PRICE MF01/PC03 Plus Postage.
PUB TYPE Reports - Research/Technical (143)
DESCRIPTORS *Acculturation; *Age Differences; Bilingualism; *Cultural Influences; Ethnic Groups; *Immigrants; *Indians; *Kannada; Language Attitudes; *Language Maintenance; Language Skill Attrition; Social Influences; Socioeconomic Status
IDENTIFIERS *Language Shift; New York (New York Metropolitan Area)

A study of language maintenance and language shift among Asian Indian speakers of Kannada in the New York metropolitan area within the first generation of immigration to the United States examines the issue from a sociolinguistic perspective. The variables examined include the following: (1) proficiency in and respect for the ancestral language prior to immigration; (2) access to the middle and upper level social roles soon after arrival; and (3) diversity of languages or regional differences within the ethnic group, including differences in the degree of language loyalty. The study also examines the assumption that Indian bilingualism is conducive to maintenance rather than shift. A 55-item questionnaire was administered to 21 families of Kannada speakers, requesting information about demographic details, opportunities for Kannada use in the United States, indications of rootedness in the ethnic tradition, parents' use of language in different domains, the children's Kannada proficiency, children's use of and attitude toward Kannada in various situations, parents' efforts toward language maintenance, and parents' attitude toward the future of Kannada in the United States. The results are discussed in light of the language maintenance variables examined and compared with the results of similar studies. (MSE)

ED 260 663 HE 018 658

Clark, Neil; Smith, David
North Dakota Statewide Nursing Study, Phase I. Manpower Demands and Resources.
North Dakota State Board of Nursing, Bismarck.
PUB DATE- 21 Mar 84
NOTE- 115p.; For other documents in this study, see HE 018 659-660.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; Educational Certificates; *Employmen Opportunities; Health Services; Higher Education; Home Programs; Hospitals; Labor Needs; *Labor Supply; Masters Degrees; *Nurses; *Nursing Education; Nursing Homes; Practical Nursing; Questionnaires; *Statewide Planning; Surveys
IDENTIFIERS- *North Dakota

Nursing personnel demands and resources in North Dakota were assessed as part of a statewide nursing study. The objective was to determine the number and types of nurses needed in 1984 and 1986, and to compare anticipated nursing personnel supply and demand. The projections for the state as a whole and for regions within the state were designed to promote statewide nursing resource planning. An Organizational Development Model focused on nursing needs from three sources: nurse employers, nurse educators, and subgroups of nurses. Attention was directed to selected nursing education levels, nursing roles, and practice settings. The education levels included licensed practical nurse and diploma nurse, and the following college degree levels: associate's, bachelor's, master's, and doctoral. The roles were: general staff, clinical specialist, instructor, consultant, anesthetist, supervisor, administrator, nurse practitioner, and research consultant. Practice settings included hospitals (three sizes), nursing homes (two sizes), community health agencies, home health care agencies, educational programs, and location by county. In 1983, the Nursing Manpower Survey, which is appended, was sent to 210 nursing supervisors/managers, 76 percent of whom returned the completed survey. (SW)

Harris, John
Assessing Outcomes in Higher Education: Practical Suggestions for Getting Started.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 59p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Aptitude Tests; Attitude Measures; Basic Skills; Educational Objectives; *Educational Testing; General Education; *Higher Education; Knowledge Level; Majors (Students); *Outcomes of Education; Screening Tests; Standardized Tests; *Student Evaluation; Student Placement
IDENTIFIERS- *Alverno College WI

The use of national and campus tests/measures to assess student academic achievement is discussed, along with measurement of student attitudes and behavior, with attention to specific tests and testing programs. It is important for faculty to develop goals for student achievement and to determine whether a test fits a given college program or course. Standardized, objective tests have been used extensively for selection purposes, and external tests are useful for assessing basic skills and deficits for purposes of placement or remediation. A few external tests assess outcomes of general education. When using outcomes assessment to improve instruction, faculty should be involved directly in evaluating student performance. National tests are also used to assess knowledge and skill in major fields of study. Assessment procedures on campus include course examinations, tests to assess major field proficiency, using examiners other than the student's primary instructor, and senior comprehensives. For various fields of study, externally-validated instruments are identified for the assessment of student performance in associate and baccalaureate degree programs. New ideas in the field of assessment are listed, and the concept of the assessment center is mentioned. The innovative approach of Alverno College (Wisconsin) is described. Publications, testing programs, and sources of information are also identified. (SW)

ED 260 804 PS 015 27

Gray, William M.
The Structure of Operational Thought: A Replication and Extensio
PUB DATE- Jun 85
NOTE- 28p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Children; *Cognitive Development; *Developmental Stages; Factor Analysis
IDENTIFIERS- *Concrete Operations; *Formal Operations; How Is You Logic Test; Replication; Research Results

To replicate and extend Grey's (1981, 1985) studies involving junior-high school students, "How Is Your Logic?" (a 26-item, Piagetian-based, group-administered written test of cognitive development) was given to 553 subjects, 10 through 48 years of ag Each item of the test measured either a specific concrete operati or a specific formal operation. Image analyses of the inter-item correlation matrix of the formal operations items alone completel replicated the results of a previous study, and image analyses of the inter-item correlation matrix of all the items together partially replicated the results of the same previous study. Thes results are interpreted as providing support for the contention that concrete operations and formal operations are defined by separate but interrelated logical processes. (Author/RH)

ED 260 858 RC 015 38

Phelps, Margaret S.; And Others
Tennessee Technological University Rural Education Project. 198
Annual Report.
Tennessee Technological Univ., Cookeville. Coll. of Education.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
DESCRIPTORS- Administrative Organization; *College School Cooperation; Educational Research; Elementary Secondary Educat Field Experience Programs; Higher Education; Preservice Teache Education; *Program Development; Research Opportunities; Resea Projects; *Rural Education; *School Effectiveness; *Teacher Effectiveness
IDENTIFIERS- Comprehensive Education Reform Act 1984 TN; *Rural Education Centers; *Tennessee Technological University

The Tennessee Technological University Rural Education Researc Service Consortium (RERSC) was established in 1984 to facilitate research and service activities of the College of Education facu in selected rural schools, to provide assistance to faculty desiring to engage in such research and service, and to launch major research thrust consistent with provisions of the Comprehensive Education Reform Act of 1984 and the national emphasis on effective schools and effective teaching. RERSC was funded by the University and the College of Education, staffed half-time director and a fourth-time secretary, and governed by 18-member board representing the university and member public schools. Seven area schools were selected to join RERSC on the basis of proximity to campus, dimension of ruralness, existing relationships with school officials, access to grade K-12 schoo with supervising principals, and future access to small schools with teaching principals. A 4-year school effectiveness study o 100 area rural schools was planned. Eighteen research/service project proposals totaling $5,003 were accepted and funded. Duri the 1984-85 school year, 63 student teachers were placed in rura schools for pre-service teacher education field experiences. One-day workshops on ethnographic techniques in educational research and field-based research design were sponsored. (NEC)

ED 260 872 RC 015 4

Binder, Eugene
Alternative Funding Sources for Migrant Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cr
N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC
PUB DATE- Sep 84
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Resources; *Educational Finance; Element Secondary Education; Federal Aid; Financial Needs; *Financial Support; *Fund Raising; *Migrant Education; Migrant Programs; *Private Financial Support; Resource Allocation; State Aid
IDENTIFIERS- *Elementary Secondary Education Act Title I; ERIC Digests

Despite 1983 Elementary and Secondary Education ACT (ESEA) Ti federal funding of over $255 million for more than 3,000 projec for some 600,000 migrant children and youth, there is still nee for alternate funding sources to overcome spiraling inflation a increasing program costs and numbers of eligible children. Othe federal, state, local, and private sector agencies that have traditionally served the poor, disadvantaged, and other special-need populations could also serve migrant students. Potential sources include the amended Chapter I and Chapter II TItle I ESEA; Title VII ESEA bilingual funds; 27 federal agenci listed in the Federal Catalog of Domestic Programs as having funding priorities for migrants; states' Title I set-aside moni state agencies for employment, training, health and human servi and agriculture; and local service agencies funded by economic development block grant monies or United Way dollars. Tapping private sector resources requires appropriate long range, coordinated planning and sustained effort including the followi six steps; identifying alternative funding sources using tools the Foundation Directory; researching sources to identify commo interests; determining how to approach the source; cultivating sources; acknowledging sources for past services on similar populations; and thanking sources for donated time and effort.

ED 260 886 SE 045 8

Ponzio, Richard; Russell, Thomas L.
Rationale for a Study of the Relevance of Academic Learning Ti
Active Teaching Behaviors to Secondary Science Teacher Educa
Part of a Paper Set: Applying Teacher Effectiveness Findings
Preservice and Inservice Science Teacher Education.
PUB DATE- Apr 84
NOTE- 9p.; For a related document, see SE 045 860. Paper prese
the Annual Meeting of the National Association for Research
Science Teaching (57th, New Orleans, LA, April 27-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confere
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education;
*Inservice Teacher Education; *Instructional Improvement;
*Preservice Teacher Education; *Science Education; *Science
Teachers; Secondary School Teachers; Teacher Behavior; *Teac
Effectiveness; Teacher Evaluation; Time on Task
IDENTIFIERS- Science Education Research

This report is part of a paper set which focuses on a projec
designated as "Applying Research to Teacher Education (ARTE)."
reviews application possibilities of teacher effectiveness rese
in elementary classrooms to science teaching at the secondary
level. Mills College (Oakland, California) was one of the site
involved in the project. A situational analysis of its teacher
preparation program provided the bases for the development,
implementation, and evaluation of techniques for applying resea
findings in both preservice and inservice teacher education
programs. Four cooperating teachers and six student teachers o
elementary school mathematics participated in the study. The
project suggested that skill development in assessing student
learning was needed and that training in measurement of academ
learning time and active teaching behaviors with student and
cooperating teachers would help. Highlights from the interview
the participating student and cooperating teachers are present
All participants reported changes in their teaching as a resul
the project ideas and the associated feedback that they receiv
about their teaching. The project was also noted to offer
collaboration opportunities between teachers and research proj
personnel. (ML)

ED 260 902 SE 045 9

DeGuire, Linda J.
The Structure of Mathematical Abilities: The View from Factor Analysis.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Americ
Educational Research Association (69th, Chicago, IL, March 3
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferer
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Educational Research; *Factor
Analysis; *Intelligence; *Mathematics Achievement; *Mathemat
Education
IDENTIFIERS- *Mathematics Education Research

This study attempted to clarify the structure of mathematica
abilities through reanalysis of 48 factor-analytic studies. The
factors were compared in six families: General, Numerical,
Reasoning, Spatial, Verbal, and Mathematical. Eleven data sets
reanalyzed, with principal factor analysis followed by graphica
rotation to oblique, simple structure. Higher-order analyses
followed the same procedure; the entire structure was then
orthogonalized and the results compared to each other and to th
original results. A partial hierarchical structure of mathemat
abilities appeared. Overall, reasoning abilities were closely
associated with mathematics achievement, while numerical and
spatial abilities were associated with only certain aspects of
mathematics achievement and verbal abilities were only minimal
associated. Evidence was found for a kind of mathematical facto
Among the findings of the reanalyses was that fluid- and
crystallized-intelligence abilities were closely associated wi
mathematics achievement. The variance for each factor was
ascertained; collectively, the factors in the reanalyses accour
for about 50% of the variance, most of which represented the
relationship of mathematical abilities to general cognitive
abilities. Appended is the pool of selected studies and a chart
families of factors. (MNS)

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ED 260 974

Nolan, C. A.; Brandon, E. P.
Conditional Reasoning in Jamaica.
PUB DATE- Aug 84
NOTE- 41p.; Paper presented at the Harvard International
on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches/Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Academic Achievement;
Analysis; Comparative Education; Educational Needs; Educational
Research; Foreign Countries; Instructional Program Divisions;
Logic; *Logical Thinking; Resource Materials; Secondary Education;
Sex Differences; *Student Characteristics; Teacher
Teacher Education; Teacher Qualifications
IDENTIFIERS- *Jamaica; United States

The results of studies that examined the logical reasoning of secondary students in Jamaica are analyzed. A logical reasoning test was administered to 205 Jamaican students in grades 7, 9, 11. Also analyzed were data collected using the same instrument three other groups of Jamaican students in grades. As expected, test performance was not very good. Students showed some improvement in logical reasoning from grade to grade. No significant sex differences were found in overall reasoning ability. Nor were correlations found between reasoning ability academic achievement. However, clear differences were found among educational strata within the school, e.g., science was found to encourage a critical spirit. The Jamaican students scored lower than a group of U.S. students taking the same test. for the noticeable differences in level of performance to a number of factors, including lack of resources in Jamaican schools and the inadequate knowledge and skills of many teachers, especially at the elementary level. Some important facts that teachers need to be taught about logical reasoning are suggested. (RM)

ED 260 704 IR 011 781

Ikai, Akira
Use of Computer in Education in Japan. NIER Occasional Paper 03/84.
National Inst. for Educational Research, Tokyo (Japan).
REPORT NO.- NIER-OP-03/84
PUB DATE- May 84
NOTE- 23p.; Translated from the Japanese for dissemination under th
National Institute for Educational Research's Information Service
Programme among Unesco Member States in Asia and the Pacific.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; *Microcomputers; *Nationa Programs; National Surveys; *Preservice Teacher Education
IDENTIFIERS- *Japan

This report contains a summary of computer uses among education centers, research institutes, and schools in Japan, based on investigations carried out within 47 prefectures and 10 designated cities throughout the nation. Information presented in the narrative report and eight data tables includes: (1) use of computers in local education centers and research institutes as of 1982, with specific computer models, memory storage capacity, and particular utilization; (2) number of schools and teachers taking advantage of the data processing services at Aichi prefectural education center, with data processing contents and grade level of the school; (3) contents of inservice training for teachers and other education-related personnel held at Aichi prefectural education center, with level and number of courses, course contents, and number of participants; (4) distribution of microcomputers among schools as of January 1983, with grade level and public/private school designation; (5) uses of microcomputers in schools in Japan, with grade level and public/private school designation; (6) situations regarding microcomputers and requests for their introduction among schools in Aichi prefecture as of December 1982, with grade level and number of schools furnished with microcomputers; (7) uses of microcomputers in schools in Aichi prefecture as of December 1982, with grade level and types of utilization; (8) number of data processing programs developed by schools in Aichi prefecture as of December 1982, and average number of programs developed per school having microcomputers. (JB)

ED 260 746 JC 850 458

Kester, Donald L.; Richart, Victoria
Why Has This Comprehensive Evaluation System Been So Successful fo
So Long (Eight Years)? Here Is a Retrospective Attempt to Explai
the Uncommon, Long Run Success of the Evaluation System for the
One-to-Two-Million-Dollars-a-Year Handicap Program in the Nine
Colleges of the Los Angeles Community College District (as Begun
Fiscal Year 1977-78).
Los Angeles Community Coll. District, Calif.; Los Angeles County Office of Education, Downey, CA.
PUB DATE- 85
NOTE- 60p.; Document includes abstracts for three related document
ED 148 451, ED 224 508, and ED 247 977.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Environment; Community Colleges; *Disabilitie*
*Evaluation Methods; Force Field Analysis; Institutional Characteristics; *Multicampus Districts; *Program Effectiveness; *Program Evaluation; Program Implementation; *Special Education; Two Year Colleges*

Reasons for the long-range success of the Los Angeles Community College District's evaluation system for its handicap program are explored in this report, using a force field analysis of facilitating and restraining factors. First, introductory material cites previous reports exploring various aspects of the evaluation system. Next, the following five major predisposing factors are analyzed as reasons for the success of the evaluation system: (1) the program's evaluation system was seen as "invented here by us, the major players," i.e., by the district administrator and each o the nine campus coordinators; (2) there was an adequate level of trust between all the major players; (3) there existed at least three supportive organizational factors (i.e., special funding tha required accountability, a manageable span of control, and line authority on the part of the 10 program managers); (4) the nine different forms of resistance to innovation were overcome; and (5) there was a readiness for innovation. Each of these factors is discussed in terms of the results of the force field analysis and with reference to relevant literature on the implementation of innovations in general and program evaluations in particular. Appendices provide additional material on the force field analysis the comprehensive evaluation services within the district, an outline of conditions related to readiness for change by cluster, and a three-page bibliography. (LAL)

ED 260 760 JC 850 47

Carter, Meredith L.
Environmental Trends and Assumptions as Identified by Two-Year
Community, Junior and Technical College Personnel. Final Report
North Central Council of Community, Junior and Technical College
PUB DATE- 1 Aug 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnair
Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Community Colleges;
*Educational Trends; *Employee Attitudes; *Futures (of Society
Population Trends; School Personnel; Technological Advancement
Year Colleges

A study was conducted to determine the perceptions held by two college personnel regarding environmental trends related to educational programs, services, resources and economic developmen Questionnaires were distributed to personnel in 430 colleges in north central United States, requesting respondents to indicate their attitudes toward strategic planning and their degree of agreement or disagreement with 85 items describing environmental trends. Study findings, based on a 43% response rate, included th following: (1) respondents' attitudes toward strategic planning were favorable, as represented by an average rating of 5.618 on a scale of 1 to 7; (2) respondents agreed that there is an increase growth in the number and percentage of older persons; (3) respondents also expressed agreement with the statement that ther will be growth in the number of microcomputers people will have access to; (4) a demographic shift to an older population, increased accountability, improved performance demanded of public agencies, increased emphasis on quality, shifting college educati costs to students, and increased emphasis on economic development were all items rated over six on the seven-point scale of agreement; (5) among the other top 10 ranked trends were items related to competition among state agencies, less faculty mobilit emphasis by business and industry on increased productivity, and increasing numbers of people seeking convenient learning opportunities; and (6) electronics, computer-related occupations and computer equipment repair were seen as major trends in educational programming. (LAL)

ED 260 774 JC 850 48

Kassebaum, Peter
Subdisciplines of Anthropology: A Modular Approach. Cultural Anthropology.
College of Marin, Kentfield, Calif.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; Community Colleges; *Intellectual Disciplines; Learning Modules; Two Year Colleges
IDENTIFIERS- *Cultural Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module introduces the idea that anthropology is composed of a number of subdisciplines and that cultural anthropology has numerous subfields which are t specialty areas for many practicing anthropologists. Beginning wi a general discussion of the field of anthropology, the paper next describes, defines, and discusses theoretical and historical considerations, for the following subdisciplines within anthropology: (1) archaeology; (2) physical anthropology; (3) medical anthropology; (4) cultural anthropology; (5) ethnology; (mathematical anthropology; (7) economic anthropology; (8) politic anthropology; (9) the ethnography of law; (10) anthropology and education; (11) linguistics; (12) folklore; (13) ethnomusicology; (14) art and anthropology; (15) anthropology and belief systems; (16) culture and personality; (17) applied anthropology; (18) urb anthropology; and (19) economic anthropology. A test for students is included. (LAL)

ED 260 831 PS 015 30

Helmich, Edith
The Effectiveness of Preschool for Children from Low-Income Fami
A Review of the Literature.
**Illinois State Board of Education, Springfield, Dept. of Plannin
Research and Evaluation.**
PUB DATE- Jan 85
NOTE- 15p.; For other papers in this series, see PS 015 295-305.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Earl
Experience; Economically Disadvantaged; Economic Factors;
Intervention; Longitudinal Studies; Lower Class Students; *Low
Income Groups; *Outcomes of Education; Poverty; Preschool Chil
*Preschool Education; *Program Effectiveness; School Readiness
IDENTIFIERS- Consortium for Longitudinal Studies; Early Preventic
School Failure; Educational Testing Service; *Illinois; Perry
Preschool Project; Philadelphia School District PA; Project Fol
Through; Project Head Start

This report, one of several background papers for a comprehensi
policy study of early childhood education, examines the effects c
preschool experience on Illinois children from low income familie
The 1980 U. S. Census for Illinois identified 81,959 preschool-ag
children (3 to 5 years old) from poverty-level families; 54 of
these young children were not enrolled in a preschool program. A
review of the literature in this paper focuses on factors which
enable children to experience early success in school and which
continue to have an effect on the quality of education a child
receives in his later school years. Substantive descriptions of
seven studies of preschool programs designed to serve children fr
low-income families are included. Highlighted are the outcomes of
the early 1965 Project Head Start, the Follow Through program stu
in 1982, the 1978 study for the Educational Testing Service of He
Start programs, Cornell University's Consortium for Longitudinal
Studies report in 1978, the still ongoing Illinois model program
for the Early Prevention of School Failure Project, the 1982
Philadelphia School District study, and the Perry Preschool Proje
of 1984. A summary of these studies reporting preschool effects c
various age groups of low income children shows that, during the
preschool years, children demonstrate improved intellectual
capacity, i.e., higher I.Q. scores. These initial gains, while nc
sustained beyond the second grade, appear to inhibit special
education placement and give the children a short-term advantage
academic success during the first years of schooling. Throughout
the elementary school years, the preschool participants demonstra
improved scholastic achievement and reduced frequency of special
education placement. Finally, during the high school years and
beyond, preschool participants have a lower rate of delinquency
and/or criminal charges, a higher rate of high school graduation,
and a higher rate of employment a year after graduation. (DST)

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ED 260 946 SE 046

Balka, Don S.
Results of the Indiana Basic Competency Skills Test in Mathe
What are the Problem Areas and Why?
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Computation; Elementary Education
*Elementary School Mathematics; *Error Patterns; Geometric
Concepts; *Grade 3; Graphs; Item Analysis; *Mathematics
Achievement; Mathematics Instruction; *Minimum Competency
Primary Education; Problem Solving
IDENTIFIERS- *Indiana Basic Competency Skills Test; Mathemat
Education Research

In 1985, Indiana joined the growing list of states assessi
students' achievement at various levels. During February 198
63,000 third-grade students took the 40-item Indiana Basic
Competency Skills Test. A mean of 34.7 was achieved. An item
analysis was performed for a random sample of 6,439 students
(approximately 10%). Findings confirm the national assessmen
results that students generally do very well computing with
numbers, and no single item was answered correctly by less t
percent of the sample. Difficulties with items on geometry a
problems involving graphs and charts are discussed. (MNS)

Westmeyer, Paul
A History of American Higher Education.
REPORT NO.- ISBN-0-398-05083-X
PUB DATE- 85
NOTE- 177p.
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62717.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Access to Education; Church Related Colleges; *College Administration; *College Curriculum; *Educational History; Educational Philosophy; Elective Courses; General Education; Governance; Graduate Study; *Higher Education; *Land Grant Universities; Liberal Arts; *Private Colleges; Specialization; Trend Analysis; Undergraduate Study; Universities
IDENTIFIERS- American Association of University Professors

The history of higher education in the United States is traced. While major developments affecting higher education as a whole are emphasized, detailed descriptions are included on the nature of selected institutions, their operating arrangements, and their influences. In addition to historical facts, details, and data, a synthesis of educational and organizational trends, philosophies, and teaching methods and models is provided. The nine chapters cover the first colonial colleges, colleges in young America, movement toward a true university, the emergence of graduate schools and the elective system, psychologies and philosophies, the impact of the American Association of University Professors on academic freedom, the emergence of modern universities, and governance patterns. Developments that are addressed include: emphasizing classical versus practical studies, the growth of modern science following Darwin's work, private education, military service institutions, the growth of great state universities after the passage of the Morrill Act, and adoption of the system of majors and minors. Three trends in American higher education are identified: from religious to secular education, from an elite to a popular student body, and from general to specialized curricula. (SW)

AAUP Policy Documents & Reports. 1984 Edition.
American Association of Univ. Professors, Washington, D.C.
PUB DATE- 84
NOTE- 191p.
AVAILABLE FROM- American Association of University Professors, 1012 Fourteenth Street, N.W., Suite 500, Washington, DC 20005 ($12.00; $6.00 each for 10 or more).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; Accreditation (Institutions); Affirmative Action; Collective Bargaining; *College Administration; *College Faculty; Court Litigation; Due Process; Ethics; Higher Education; Leaves of Absence; Librarians; *Personnel Policy; Position Papers; Research Projects; Sex Discrimination; *Standards; Student Rights; *Teacher Associations; Teacher Retirement; Tenure
IDENTIFIERS- *American Association of University Professors

Policies and standards of the American Association of University Professors (AAUP) are presented, along with a number of reports on significant topics. The materials, many of which were published in the "AAUP Bulletin," or, since 1979, in "Academe: Bulletin of the AAUP," cover the following topics: academic freedom, tenure, and due process; discrimination; college and university government; collective bargaining; professional ethics; student rights and freedoms; college and university accreditation; research and teaching; and collateral benefits. Specific issues include: faculty dismissal, renewal/nonrenewal of faculty appointments, notice of nonreappointment, imposition of tenure quotas, full-time nontenure-track appointments, status of part-time faculty, sex discrimination, affirmative action plans, problems resulting from financial exigency, faculty status of college librarians, arbitration of faculty grievances, late resignation and professional ethics, faculty workload, teaching evaluation, government-sponsored research at universities, academic retirement and insurance plans, and leaves of absence. Information on selected judicial decisions referring to AAUP standards is included, along with AAUP's constitution, which provides an indication of the association's structure. (SW)

ED 260 636 HE 018 625

Anderson, Jennifer, Comp.; Smith, Leslie, Comp.

Bibliography of Research in Experiential Learning, Internships and Field Studies. PANEL Resource Paper #10.

National Society for Internships and Experiential Education, Raleigh NC. Peer Assistance Network in Experiential Learning.

PUB DATE- 83

NOTE- 28p.; Revision of a bibliography compiled by the Research Committee for the University of California Systemwide Experiential Learning Project. For related documents, see HE 018 617-635.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; College Students; Cooperative Education; *Educational Research; *Experiential Learning; *Field Experience Programs; *Internship Programs; Learning Experience; Models; Postsecondary Education; Program Design; Program Evaluation; *Research Projects; Student Development

An annotated bibliography on the state of research in experiential learning covers sponsored field study, internships, or cooperative type placements at the postsecondary level. In addition to 4 studies in progress, 23 empirical research projects are described that concern program evaluation, developmental changes in students, program design, and the learning environment. Another section covers 26 models that can be used as a basis for the design and conduct of further research on experiential learning. Finally, related research that has implications for experiential education is described. These 12 studies focus primarily on the questions of who the learner is and how learning occurs. Each study/model of the bibliography is categorized according to a conceptual framework that includes four sets of variables: (1) participant characteristics (demographic, attitudinal, cognitive, affective); (2) delivery (program designs, learning methods, evaluation, learning environment, course designs); (3) outcomes (learner, employer, faculty, community); and (4) institutional implications (retention, enrollment, recruitment, impact on educational philosophy). (SW)

ED 260 650 HE 018 639

Davila, Evelyn M.

Today's Urban University Students: Part 1. Profile of a New Generation. Final Report on the Urban University Study.

College Entrance Examination Board, Washington, D.C.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 85

NOTE- 52p.; For part 2 of this report, see HE 018 640.

AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Choice; *College Students; Commuter Colleges; Enrollment Influences; Higher Education; Information Needs; Institutional Characteristics; Needs Assessment; *Private College Questionnaires; School Surveys; *State Colleges; *Student Characteristics; Student College Relationship; *Student Needs; Tw Year Colleges; *Urban Universities

IDENTIFIERS- City College of Chicago IL Loop College; Community College of Allegheny County PA; Loyola University of Chicago IL; Rutgers the State University Newark NJ; Suffolk University MA; University of Massachusetts; University of Missouri Saint Louis; University of New Orleans LA; Washburn University of Topeka KS

The needs and characteristics of urban students at 10 urban U.S. colleges and universities were surveyed in 1983. Attention was directed to students' personal characteristics and educational and financial background, why students select and attend the institutions, and how students view programs and services. The campuses were primarily nonresidential schools representing the public and private sectors, as well as two- and four-year institutions. The institutions mainly serve local residents, especially part-time, adult, and working students. Nearly two-thirds of the students did not enroll directly after high school; almost 30 percent were transfer students. The availability of a specific course of study was a major factor in college selection. Half of the students who worked more than 21 hours per week were also enrolled full-time. Students were generally dissatisfied with how the institution communicated information about programs and services, and the schools lacked precise information on their students for planning programs and services. Appendices include: brief profiles of the 10 institutions, the survey form, and a guide for planning and administering the questionnaire, including information on the research design, a sample letter, and procedures for administering questionnaires to classes and for coding and analyzing the data. (SW)

ED 260 691 IR 011 763

Vandendorpe, Mary M.
The k-d Tree: A Hierarchical Model for Human Cognition.
PUB DATE- 3 May 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Cognitive Development; *Cognitive Processes; Comparative Analysis; *Computers; *Computer Software; *Information Processing; *Mathematical Models; Research Tools
IDENTIFIERS- Piagetian Theory

This paper discusses a model of information storage and retrieval, the k-d tree (Bentley, 1975), a binary, hierarchical tree with multiple associate terms, which has been explored in computer research, and it is suggested that this model could be useful for describing human cognition. Included are two models of human long-term memory--networks and hierarchies--and reasons are given for the higher efficiency of hierarchical theories, including the k-d tree. A description of the k-d tree includes its structure, computation rates, and balancing (branching); its applications to human cognition, including a comparison with Piaget's notions of equilibrium and cognitive stages of development; application to memory and forgetting theories; covergent and divergent thinking processes; logic paths and decision-making; and the function of sleep. A concluding discussion compares human and computer processing of information, and raises questions related to the hierarchical structure of brain activity. It suggests that the k-d model from information science may have a strong relevance to the study of human cognition, particularly regarding the study of memory and sleep, while at the same time allowing for vast differences between a computer and the human mind. (JB)

ED 260 718 IR 051 218

Voros, David, Ed.
Library Skills Workbook: Training for Self-Reliance in Basic Librar
Use. English 105.
Lehigh County Community Coll., Schnecksville, Pa.
PUB DATE- 84
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; College English; *College Freshmen
Higher Education; Information Needs; *Information Seeking; Librar
Facilities; Library Guides; *Library Instruction; *Library
Materials; *Library Skills; Workbooks
IDENTIFIERS- Course Integrated Library Instruction; *Lehigh County
Community College PA

This self-directed library skills workbook is designed to acquain students in basic English courses at Lehigh County Community College with the facilities and resources of the library. All freshmen are required to purchase the workbook as part of their texts for the basic English Skills course. The same textual information is contained in 15 different editions of the workbook, with 50 different multiple choice questions in each. Organization is by type of materials, not area of the library. The workbook begins with a self-paced tour of the library and then provides instruction on the library basics: the card catalog, Library of Congress subject headings and classification systems, periodical indexes, dictionaries (general and specialized), biographical sources, encyclopedias (general and specialized), geographical sources, almanacs and statistical sources, newspaper indexes, additional standard reference tools, and the use of audiovisual materials as a research source. The students must sucessfully complete the workbook to fulfill the basic English Skills requirement. (Author/THC)

ED 260 732 IR 051 238

Libbey, Maurice C., Ed.
Education for Technical Services.
Illinois State Library, Springfield.
PUB DATE- May 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cataloging; Higher Education; Information Scientists; *Librarians; Library Acquisition; *Library Administration; Libra Automation; *Library Education; *Library Technical Processes; *Professional Continuing Education; Professional Development; Serials
IDENTIFIERS- *Illinois

The 20 articles in this issue of Illinois Libraries were written practicing technical services librarians, library educators, and former librarians now involved in commercial enterprise. The articles are: (1) "The Development of Library Education in Illinois" (Anne V. J. Wendler); (2) "Financial Management in Acquisitions: Things They Never Told Me in Library School" (Donna M. Goehner); (3) "Every Day is an Education: Formal Continuing Education for Acquisitions" (Karen A. Schmidt); (4) "The Making of the Adaptable Cataloger" (Lois M. Pausch and Robert H. Burger); (5 "Education for Cataloging: An Open Entry" (Eloise M. Vondruska); (6) "Current Awareness for Catalogers: Sources for Informal Continuing Education" (James W. Williams); (7) "The Adequacy of Library School Education for Serials Librarianship: A Survey" (Diane Stine); (8) "Formal Continuing Education for Serials" (Elaine K. Rast); (9) "Informal Continuing Education for Serials: Keeping Up with the Journal Literature" (Susan Matson); (10) "Technical Services Education for School Media Specialists" (Blanche Woolls); (11) "Library/Media Specialist Education: Planning for 2000 and Beyond" (Gene Scholes); (12) "Computers and Libraries: The Response of Library Education" (F. W. Lancaster); (13) "Continuing Education for Automation Librarians: Current Issues and Practice" (Marie J. Gorecki); (14) "OCLC and the Continuing Education Program in Illinois" (Jean Wilkins); (15) "Implementation of the Innovacq Acquisition System" (Douglas A. DeLong); (16) "Staffing Technical Services: Expectations vs. Realities" (Brian Alley); (17) "Education for the Technical Services Manager" (Doris R. Brown); (18) "Educating the Librarian Manager" (Patricia F. Stenstrom); (19) "Educating a Publisher" (Patricia Glass Schuman); and (20) "Viewing the MLS from the Vendor's Perspective" (Rebecca T. Lenzini). Bibliographies are included. (THC)

ED 260 789 PS 015 245

Davidson, Philip M.
The Relation between the Cognition of Functions and the Construct
of Number.
PUB DATE- 31 May 84
NOTE- 15p.; Paper presented at the Annual Symposium of the Jean
Piaget Society (Philadelphia, PA, May 31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Cognitive Development; *Cognitive
Processes; *Logic; *Mathematics Skills; Predictor Variables;
Primary Education; Videotape Recordings; *Young Children
IDENTIFIERS- Coding; Concrete Operations; *Functional Properties;
*Piagetian Theory

Explored were two issues raised by hypothesizing a direct link between number and functions: the relative contribution of distinc types of functions to numerical reasoning and the contribution of functions relative to the contribution of logic. Seventy-two children between the ages of 5 and 7 years were individually teste on measures of arithmetic operations, number conservation, composition of "extensional" and "intensional" functions, morphisms, class inclusion, class vicariance, and seriation. Three versions of each type of problem were administered, for a total of 24 tasks. All problems employed concrete materials. Performances were videotaped and coded on a six-point scale that took into account response content and quality of justifications and/or strategies. Findings support the general contention of the Piagetian model, i.e., that cognition of functions lays the groundwork for concrete operational cognition. In multiple regression analyses, extensional function ability was found to account for 62 percent of the variance in the measures of overall numerical ability. Intensional logic ability was found to be a significant predictor of all logic concepts tested. It is conclude that results suggest a new interpretation of the relation between number, class, and order, as well as a potential amplification of the Piagetian model which would take account of possibly distinct domains of prelogical and prenumerical functions in early thought. (RH)

ED 260 819 PS 015 288

Cann, Arnie; Palmer, Susan
Sex Stereotype Effects on Children's Ability Generalizations.
PUB DATE- Mar 85
NOTE- 8p.; Paper presented at the Eastern Psychological Conventio
(Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Competence; Elementary Educatio
*Elementary School Students; *Generalization; *Sex Stereotypes
IDENTIFIERS- *Interference Effects

Children's ability to make logical generalizations when their s stereotyped expectations are challenged was assessed. Participant were 45 elementary school children ranging in age from 84 to 122 months, with an average age of 103 months. There were 22 males an 23 females in the sample. Activities were rated by college studen as more likely to be engaged in by boys or by girls. A total of 1 female pairs and 16 male pairs of activities were selected for presentation to the children. The 32 pairs of activities were arranged in four replications of eight possible combinations (sex of superior child X sex of inferior child X sex type of activity pair). Simple line drawings of children were used as stimuli duri the questioning; drawings were of two same sex children or two opposite sex children, depending upon the trial. On each trial, t experimenter indicated the child on the right in the picture was better than the child on the left in performing the first activit in the pair. The child was then asked to indicate which of the tw was likely to be better at the second activity. Results indicate that children's inferences about the generalizability of skills a strongly biased by their sex stereotypes. (RH)

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ED 260 918 SE 045

Hunka, Dan; And Others
Integrating Programming into Mathematics: Math 20.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning
Services Branch.; Edmonton Public Schools, Alberta.
PUB DATE- 85
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Clas
Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Us
Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Computer Oriented Programs
Computer Science Education; Educational Research; *Mathemati
Instruction; *Microcomputers; *Programing; Secondary Educati
*Secondary School Mathematics; *Units of Study
IDENTIFIERS- *Mathematics Education Research

An elective unit was developed for a course (Math 20) which
teach students to program solutions to typical exercises.
Development of the unit took place in a large senior high scho
Alberta. The elective is 15 hours long, with the first five ho
devoted to learning programming fundamentals and the final ten
hours to programming solutions. Students were scheduled for on
hour per week into the computer lab. For students of five teac
each semester, achievement, understanding, awareness of comput
attitude toward computers, and knowledge of BASIC were assesse
Simple t-tests and chi-square tests were used to compare the
project group to the control group in four other high schools
the district. No significant difference in achievement was fou
the control group outperformed the project group on the
understanding measure. The project group was more aware of
computers, but the control group had more positive attitudes t
computers. Project students knew more BASIC at the conclusion
the program. It was concluded that the findings suggest that t
elective did not meet all of its objectives, but nevertheless
seemed promising. Appendices include the instruments used in t
study and the student handbook for the unit. (MNS)

ED 260 932 SE 045

Renner, John W.; And Others
Physics. Student Investigations and Readings. Investigations
Natural Science.
Costa Rica Univ., San Jose. Research Inst. for the Improvemen
Costa Rican Education.; Norman Independent School District
Okla.
PUB DATE- 85
NOTE- 631p.; For teacher's guide see SE 045 971. A joint proj
the Science Education Center, University of Oklahoma and th
Science Department, Senior High School of Norman Public Sch
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cla
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- High Schools; *Learning Processes; *Physics; *Sc
Activities; Science Education; *Science Experiments; *Secon
School Science

Investigations in Natural Science is a program in secondary
biology, chemistry, and physics based upon the description of
science as a quest for knowledge, not the knowledge itself. T
student manual contains the 36 physics investigations which f
on concepts related to: movement; vectors; falling objects; f
and acceleration; a property of matter; mass and acceleration
of motion; circular motion; gravitational attraction; frictio
balance; the NBP (natural balance point); multiple forces; th
lever; other machines; the inclined plane; energy; measuring
measuring heat in solids; circuits and currents; electrical
circuits; electricity at rest; magnetism; currents and magnet
light; light and plane mirrors; light and concave mirrors;
refraction of light; light and converging lenses; waves; wave
barriers; speed of a wave; meeting waves; periodic wave
relationships; sound; and harmonics. Each investigation (whic
accompanied by one or more readings with questions to answer)
includes activities related to the three learning cycle compo
namely, exploration, conceptual invention (the idea), and exp
of the idea. (JN)

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ED 260 961 SO 016

McKernan, Jim, Ed.
Irish Educational Studies. Vol. 4 no. 1.
Educational Studies Association of Ireland, Dublin.
PUB DATE- Feb 84
NOTE- 316p.; Financial assistance provided by Industrial Cre
Corporation, Dublin (Ireland). For Volume 4, no. 2, see SO
For 1982-83 volumes see ED 235 105 and ED 248 187-188. Doc
contains small, light type.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essay
Reports - Research/Technical (143) Collected Works - Seria
DESCRIPTORS- Abstract Reasoning; Academic Achievement; Compa
Analysis; *Comparative Education; Continuing Education; Ed
Change; *Educational History; *Educational Practices; Educ
Research; Educational Theories; *Educational Trends; Eleme
Secondary Education; Ethical Instruction; Females; Foreign
Countries; Higher Education; Historiography; Home Economic
Imagination; Intellectual Disciplines; Program Description
Recreational Activities; School Choice; Sex Discrimination
Studies; Summer Programs; Teaching Methods; Textbook Conte
Textbook Evaluation; Values Education; Vocational Educatio
IDENTIFIERS- Doublespeak; *Ireland; United States
The following papers dealing with education in Ireland are
presented: "The Fortunes of Education as a Subject of Study
Research in Ireland" (John Coolahan); "The Irish Charter Sch
The Grand Design in Principle and Practice" (Kenneth Milne);
"Quaker Education in 18th and 19th Century Ireland" (Cyril G
Brannigan); "Images of Women in Nineteenth Century Schoolboo
(Lorcan Walsh); "An Assessment of Rev. Professor Timothy J.
Corcoran's Major Works in the Field of Irish Educational
Historiography" (James G. Deegan); "St. Dominic's--The Rise
Fall of a Training College 1907-1924" (Finbarr O'Driscoll);
Approach to Moral Education for Secondary Schools in the Uni
States" (Gerald M. Reagan); "Language Manipulation: Doublesp
Education" (Richard Pratte); "Some Curricular Aspects of Soc
Civic Education in Ireland, 1966-1984" (Mairtin Fahy); "What
Day Release?" (J. R. McCarthy); "Compensation for Deficienci
the Second-Level System" (Tom Baum and Linda McLoughlin); "S
Recreation Provision in America and Northern Ireland - A
Comparative Overview" (Paul G. J. Anthony); "Rethinking the
of Educational Studies" (Padraig Hogan); "The First Blast of
Trumpet against the Monstrous Regiment of the Disciplines
(Theorising about Theory of Education)" (Michael McKeown); "
Philosophical Issues Relating to the Identification of Educa
with the Development of Reason" (Peter J. Gargan); "Predicti
Success in First University Examinations in Home Economics C
of Education" (Eamonn O'Baiollain); "Imagination: That One T
That Lies Buried" (Seamus V. O'Suilleabhain); and "School Ch
and School Catchment: Post-Primary Education in Galway City"
(Seamus Grimes). (RM)

ED 260 805 PS 015 273

Barron, Marlene
Recording & Reporting: A Comprehensive Early Childhood Recordkeep
System.
PUB DATE- 85
NOTE- 30p.; The substance of this booklet is based on two article
originally published in the early 1980s in "The Constructive
Triangle Magazine."
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techni
(For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Observation Techniques; Early Childhood
Education; *Instructional Development; *Parent Teacher Conferen
*Recordkeeping; *Records (Forms); Teacher Responsibility

Intended for early childhood teachers and supervisors, this boo
describes and illustrates a comprehensive recordkeeping system th
is based on written observations. The full recordkeeping system includes daily classroom observational notes, monthly cumulative summaries, checklists, monthly plans, and bi-yearly progress reports. Daily notes and cumulative summaries are the basis for individualized planning. The cumulative record, a synthesis of previous observations and plans, is the basis for parent conferences and written reports. The recording system guides staf
in making daily observational notes and anecdotal records, cumulative summaries, full class conceptual and skill charts, individualized plans, progress reports, and work folders. The reporting system aids staff in summarizing and evaluating parent/teacher conferences and writing reports to schools, agencies, and parents. Illustrations of behavior records, cumulative records, skill and concept charts, monthly plans, progress reports, conference summary, conference evaluation, pare
reports, school reports, and faculty memos are provided. (RH)

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ED 260 845 PS 015 3

Halloran, Margaret
Class Size and Academic Achievement.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (
DESCRIPTORS- *Academic Achievement; *Class Size; Elementary Sec
Education; Public Schools; Research Needs; *Teacher Student R

In the past, educators reduced class size to obtain significa increases in academic achievement. However, research comparing small and large classes found very little or no significant difference in students' academic achievement. Presently, the National Center for Education projects an increase in teaching and a slight improvement in the teacher/pupil ratio by 1992. Findings on the effect of the projected smaller ratio on academ achievement are inconclusive. In future research, many variable must be considered and an agreeable definition of class size sh be sought. Future research should also concentrate on studies focused at the same grade level and including teachers with a similar level of competence. (RH)

ED [illegible] 595 FL 015 175

[illegible]ers, Stephen; And Others
An Application of the Rasch Model for Comparing the Performance of English-Speaking and Spanish-Speaking Children.
PUB DATE Aug 85
NOTE 19p.
LANGUAGE English
EDRS PRICE MF01/PC01 Plus Postage.
PUB TYPE Reports - Research/Technical (143)
DESCRIPTORS Achievement Rating; *Comparative Analysis; Ethnic Groups; Item Analysis; *Preschool Children; *School Readiness; Screening Tests; *Spanish Speaking; *Test Bias; Test Theory
IDENTIFIERS Cooperative Preschool Inventory; *English Speaking; *Rasch Model

In a study of the usefulness of the Rasch model for examining tests for possible bias, 102 native Spanish-speaking and 104 native English-speaking preschool four-year-olds in a remedial education program were administered Spanish and English versions of the Cooperative Preschool Inventory, a standardized measure of school readiness. The Rasch model of analysis was applied to the verbal and motor scales of each version. Results indicated that eight items that fit the model appeared to be improperly functioning there because on four items English-speaking pupils had an advantage over Spanish-speaking pupils, and on four, the advantage was reversed. Several discrepancies were found in the item translations and in the administration and scoring directions of the Spanish and English versions, including more complete examiner information on the English version in the form of correct responses, suggested probes, and possible answers from the examinees. In addition, the directions associated with each item in the Spanish version are given in English, requiring the examiner to translate them into Spanish before directing them to the examinee, and some of the English-to-Spanish translations allow for the change of verb tense. [illegible]

ED 260 664 HE 018 659

Clark, Neil; Smith, David
North Dakota Statewide Nursing Study, Phase II. Delineation of Nursing Practice.
North Dakota State Board of Nursing, Bismarck.
PUB DATE- 12 Jun 84
NOTE- 253p.; For other documents in this study, see HE 018 658-660.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Clinics; Communi Health Services; *Competence; Degrees (Academic); Doctoral Degree Educational Certificates; *Education Work Relationship; Higher Education; Home Programs; Hospitals; *Job Skills; Masters Degrees Nurses; *Nursing Education; Nursing Homes; Practical Nursing; Questionnaires; *Skill Analysis; *Statewide Planning
IDENTIFIERS- *North Dakota

Nursing practice in North Dakota was studied as part the development of a statewide nursing resource planning system. In addition to the current scope of nursing practice, the study investigated: (1) specific competencies currently targeted by nursing education; (2) differences in specific competencies endorsed by nurses with various education preparations as observed by nurses within the state, and (3) employer's observations of minimum educational preparation required for safe performance of the competencies. Four educational levels of nurses were sampled: licensed practical nursing, diploma in nursing, associate degree in nursing, and baccalaureate in nursing. The master's in nursing and doctorate in nursing groups were censused. Employers of nurses were also censused: hospitals, nursing homes, community health agencies, home health agencies, and clinics. The Kentucky Nursing Delineation Study (1982) list of nursing tasks was used for the item pool of nursing skills. In addition to biographical information, content analysis was undertaken of clinical, research, education, and administrative domains, along with process areas (e.g., planning, and evaluation). A total of 422 nurses, 14 nurse educators, and 145 nurse employers responded to the surveys, which are appended, along with detailed statistical findings. (SW)

ED 260 678 HE 018 807

Loacker, Georgine; And Others
Assessment in Higher Education: To Serve the Learner.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 43p.; Paper presented at the National Conference on Assessme
 in Higher Education, sponsored by the American Association for
 Higher Education, (Columbia, SC, October 13-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
 Non-Classroom Use (055) Speeches, Conference Papers, "Papers
 Presented at..." (150)
DESCRIPTORS- Academic Ability; Academic Standards; College Faculty
 *College Students; *Evaluation Criteria; *Feedback; Guidelines;
 Higher Education; Intellectual Development; *Outcomes of Educati
 *Self Evaluation (Individuals); *Student Evaluation
IDENTIFIERS- Alverno College WI

The idea of assessment as learning is discussed, along with the practical history of assessment, and how student assessments shoul be conducted. Background information covers the use of assessment in business and government, as well as in education and psychology. It is proposed that assessment include: multidimensional sampling of students' abilities in action; observation and judgment of thos samples on the basis of explicit criteria; and structured feedback administered sequentially in relation to a learner's development. Each of these elements in turn must contribute to the growth of th students' ability to self-assess. Issues relevant to beginning, intermediate, and advanced learners are identified, and research o criteria, feedback, and self-assessment is reviewed. To help faculty design individual classroom assessments, consideration is given to: determining a specific ability or expected outcome, identifying component abilities, selecting or designing a stimulus and context, attending to developmental levels, developing criteria, providing for self-assessment, and judging performance and giving feedback. Included are guidelines for judging whether criteria are effective and an example of extending assessment beyond the classroom to a wider curriculum context. (SW)

ED 260 775 JC 850 488

Application and Enrollment Patterns of Transfer Students, Fall 19
State University of New York.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

REPORT NO.- SUNY-OIR-6-85.
PUB DATE- Sep 85
NOTE- 599p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; *College Applicants; *College Transfer Students; *Community Colleges; Educational Mobility; Enrollment Trends; In State Students; Out of State Students; Postsecondary Education; Private Colleges; *State Universities; Tables (Data); Two Year Colleges; *Undergraduate Students
IDENTIFIERS- State University of New York

Data on the application and enrollment patterns of transfer students at the undergraduate level at the State University of Ne York (SUNY) are presented. The basic statistics show the relation of the transfer student's prior institution, current SUNY institution, and entry level. This information is provided by individual institution, institutional type, and coordinating area Additional statistics are provided regarding transfer student trends, the relationship of the associate degree to transfers, an the admissions success of transfer students. Tables presenting institutional summaries cover senior colleges, university centers university colleges, health science centers, specialized colleges statutory colleges, two-year colleges, agricultural and technical colleges, and community colleges. Separate sections focusing on t institution attended prior to transfer provide information on student transfers from other SUNY institutions, other New York State institutions, and out-of-state institutions. Trend data are also provided with respect to full-time undergraduate credit cour transfer students at senior institutions; transfer to SUNY senior institutions from SUNY two-year colleges; and enrollment of first-time, transfer, and continuing and returning students. A brief narrative summary of the data is included. (SW)

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ED 260 859 RC 015 38

Cole, Jack T.; De Leon, Josie
An Investigation into the Development and Validation of an Asses
Procedure for Identifying Language Disorders in Spanish/Englis
Bilingual Children.
New Mexico State Univ., Las Cruces. Coll. of Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washingtor
PUB DATE- Jul 85
NOTE- 217p.
GRANT- G008430022
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; Children; Communication Disor
Comparative Analysis; Educational Diagnosis; Elementary Educat
English (Second Language); Language Dominance; *Language Hand
Questionnaires; *Spanish Speaking; *Testing; *Test Validity
IDENTIFIERS- New Mexico (South)

Sixty bilingual Mexican American children (20 language disorde
20 not qualifying for placement, 20 comparison) between the age
7-10 from 2 school districts in southern New Mexico participate
the study to develop and validate an assessment procedure to determine language disorders in Spanish/English bilingual child
An ex post facto approach was used in the validation of the assessment procedure which included subject testing, parent interviews, and teacher checklists. Five experts reviewed the assessment data. The investigation did not produce any recommendations on evaluation measures that appeared to be more viable than others in discriminating differences in the languag
disordered and non-language disordered bilingual child. The findings demonstrated the complexity of attempting to develop a
validate a procedure and the obvious need to establish some validity in the diagnosis of language disorders in Spanish/Engl
bilingual children. The study concluded that it will take much
research to ultimately determine what diagnosticians should inc
in the evaluation. Fourteen appendices include correspondence ar
forms used in the study. (NEC)

ED 260 873 RC 015 4

Lee, Connie L.
Outdoor Education Activities for Elementary School Students.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cru
N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC
PUB DATE- Mar 84
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Teaching Guides (For Teacher) (052) Information
Analysis/State-of-the-Art Materials - ERIC Information Analys
Products (071)
DESCRIPTORS- Art Activities; Discovery Learning; Educational
Philosophy; Elementary Education; *Elementary School Curricul
Environmental Education; Experiential Learning; Health Educat
*Interdisciplinary Approach; Language Arts; *Learning Activit
Mathematics; Music Activities; *Outdoor Activities; *Outdoor
Education; Science Activities; Social Studies
IDENTIFIERS- ERIC Digests

Outdoor education is an informal method of teaching and learn
which offers opportunities for elementary school students,
regardless of intellectual abilities, to learn about and apprec
their environment and acquire skills with which to enjoy a life
of creative, productive, and healthful living. Outdoor educatio
can enrich, vitalize, and complement all content areas of schoo
curriculum by means of first-hand observation and direct experi
out-of-doors. School grounds, regardless of locale, can afford
learning opportunities. This publication discusses the need for
focus of outdoor education, outlines six school ground activiti
adaptable to any elementary grade level, and provides specific
language arts, social studies, science, health, mathematics, ar
and music projects for each outdoor activity. The outdoor
activities include: marking shadows at different time intervals;
collecting insects and other animals; observing the flagpole;
observing a partly cloudy sky; and observing birds near feeders
shrubs. Interdisciplinary activities suggested from a visit to
school parking lot include composing words from license plate
letters, determining distances to capital cities of states
represented by cars in the parking lot, suggesting parking lot
safety rules, computing parking lot size, designing a car using
basic shapes and colors, and composing a song or rhythmic readi
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ED 260 887 SE 045 8

Russell, Thomas L.
Active Teaching Behaviors in Secondary Science Teaching: Case
of a Student Teacher. Part of a Paper Set: Applying Teacher
Effectiveness Findings to Preservice and Inservice Science T
Education.
PUB DATE- Apr 84
NOTE- 18p.; For a related document, see SE 045 859. Paper pres
at the Annual Meeting of the National Association for Resear
Science Teaching (57th, New Orleans, LA, April 27-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at...
Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Observation Techniques;
Feedback; High Schools; *Physics; *Preservice Teacher Educat
Science Education; *Science Instruction; *Science Teachers;
*Secondary School Science; Student Teachers; Student Teachin
*Teacher Behavior; Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- Science Education Research

This paper is part of a paper set which addresses the potent
contributions of teacher effectiveness research to science tea
education. The goal of the study is to assess selected
research-based teaching and observation practices in combinati
with an effective staff development procedure in the context o
science education. Two techniques, "Active Teaching Behaviors
(ATB)" and "Academic Learning Time (ALT)," were employed in
classroom observation studies to explore their transferability
potential to the teaching of high school science within the co
of preservice teacher education. A case study of one of the
project's participants, a student teacher assigned to a high s
physics classroom, is presented. Areas provided in the case st
include: (1) setting explanation; (2) verbatim excerpts from a
interview; (3) discussion and reaction to ATB coding; (4)
cooperating teacher's feedback; and (5) an interpretive summar
Tables of data on ATB from the observed lessons are also provi
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ED 260 903 SE 045 9

Dossey, John A.
Student/Class Results from the Second International Mathematic
from United States Twelfth Grade Classrooms.
Illinois State Univ., Normal. Dept. of Mathematics.
PUB DATE- 3 Apr 85
NOTE- 64p.; Paper presented at the Annual Meeting of the Ameri
Educational Research Association (69th, Chicago, IL, March 3
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionna
Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Educational Assessment;
Educational Research; Grade 12; Graphs; *International Studi
*Mathematics Achievement; *Mathematics Curriculum; Mathemati
Instruction; *Mathematics Teachers; Secondary Education; *Se
School Mathematics, Surveys; Teaching Methods; Testing
IDENTIFIERS- *Mathematics Education Research; *Second Internat
Mathematics Study

In the introductory section of this report, the Second
International Mathematics Study (1981-82) is described. The st
which involved about 500 classrooms in the United States and
classrooms in 24 other countries in grades 8 and 12, was desig
to provide detailed information about the content of the
mathematics curriculum, how mathematics is taught, and how muc
mathematics students learn. The intended, implemented, and att
curricula were assessed by questionnaires and achievement test
Provisions for assuring comparability of samples are presented
types of twelfth-grade classes in the United States sample wer
studied: precalculus classes and calculus classes. The report
includes summaries of data on class size, hours of mathematics
instruction, teaching assignments, teacher characteristics, ho
mathematics teachers spend their time, use of instructional
resources, how mathematics students spend their time, homework
of calculators, what mathematics was taught, untaught topics, a
student achievement. Achievement on eight illustrative items is
presented, followed by summaries of results on sex differences
achievement, changes in twelfth-grade achievement between the f
study (1964) and the second study (1982), and the ranking of th
United States internationally. Finally, a summary is included,
some comments on "A Curriculum Adrift." Figures presenting data
appended. (MNS)

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ED 260 947 SE 046

Celestino, Karen Calvert
Assessing and Remediating Mathematical Underpreparedness in
Nursing Student.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Mathematics; Computation; Educational R
Higher Education; *Mathematics Achievement; Mathematics Ed
*Mathematics Instruction; *Minimum Competency Testing; Nur
*Nursing Education; *Remedial Instruction
IDENTIFIERS- *Mathematics Education Research

Success in performing the medical calculations required of
demands a competency in basic mathematical skills. This comp
cannot be assumed of a number of college students and the nu
student is not an exception to this trend. A test was design
assess basic mathematical competency and administered to two
of sophomore nursing students. Major areas of underpreparedn
revealed include working with decimals, proportions, and per
A six-week workshop was structured based on these findings.
results of a medical calculations test given one semester af
this assessment program showed an improvement over the resul
tests given prior to the inception of this program. (Author)

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ED 260 975 SO 016

Wagner, Paul A.
Pre-College Philosophy: Will It Get Its Day in Court.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Harvard International Conf
on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Information Analysis/State-of-the-Art Materials (070) Speech
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Course Content; Creativity;
Thinking; Definitions; Educational Assessment; Educational
*Educational Needs; *Educational Practices; Educational Re
*Educational Trends; Elementary Secondary Education; Logic;
Mathematics Skills; Outcomes of Education; *Philosophy; Rea
Skills; Skill Development; Teacher Attitudes; Teacher Back
Teacher Qualifications

Trends in pre-college philosophy teaching are discussed. Th
philosophy, especially at the elementary level, is becoming
fashionable. Research has shown that even minimal training i
philosophy improves students' reading and mathematical abili
well as general skills such as reasoning and creativity. A s
examining the formal training and attitudes of teachers of
pre-college philosophy showed that many were already engaged
teaching pre-college philosophy in their own sense of what c
as philosophy. Teachers with significant preparation in acad
philosophy recognized that philosophy is a distinct academic
discipline requiring formal training. Certified teachers wit
little philosophy preparation did not recognize it as being
significantly different from history or social studies. Stu
have shown that there is a variability in student outcomes
associated with teacher preparation. If pre-college philosop
to succeed, teachers need formalized training, and all teach
must be taught to recognize what counts as philosophy. (

ED 260 705 IR 011 782

Coe, Merilyn F.
Analysis of Microcomputer Policy. Paper and Report Series No. 106.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 32p.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; *Board of Education Policy; Curriculum Development; Elementary Secondary Education; *Evaluati Methods; *Microcomputers; *Models; *Policy Formation

The purpose of this paper is to assist school district decision makers in formation of computer policy by: (1) developing a framework for analyzing the policy making process; (2) reviewing national and local policies on computer use; (3) analyzing current practice as de facto policy; and (4) evaluating the effects of written and/or de facto policy. Part I of this document describes the policy making process generally, and offers some specific ways that various groups approach policy developing. Part II presents some characteristics of computer use in schools and reviews policies that have been established by other districts. Part III describes a model for analyzing current computer use in schools, and discusses how this model can help a school board in understanding de facto policy in their districts. The summary and recommendations list a number of characteristics of school computer use including utilization of computers without any stated policy; unequal distribution of computer resources due to economic differences; and initiation of computer acquisition by individuals, which complicates policy making. The conclusion calls for the adoption of a standard analytical tool--the distributional matrix--so that districts can compare their patterns of computer use. A list of references completes the document. (JB)

ED 260 719 IR 051 219

McCool, Donna L.
Photocopy Services in ARL Libraries. SPEC Kit 115.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jun 85
NOTE- 116p.; Portions of document contain light print.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($10.00 for ARL library members, $20.00 for all others).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Administration; Library Expenditures; Library Research; *Library Services; Library Surveys; Occupational Information; Policy; Program Descriptions; *Reprography; Research Libraries; Use Studi
IDENTIFIERS- *Association of Research Libraries

To gather information about the nature of photocopy services in academic libraries and issues relating to their management, a survey was mailed to each of the 117 members of the Association for Research Libraries (ARL). The survey focused on two components of photocopy services: the self-service copiers placed at strategic locations within the library and the staffed copy centers. A brief summary of the nature, organization, budget, and marketing of copy services, and related issues and trends, is based on responses from 79 ARL libraries. In addition to the summary, the Systems and Procedures Exchange Center (SPEC) kit contains a summary of survey responses; two policy statements (North Carolina State University and Smithsonian Institution); an outline of cost factors (Massachusetts Institute of Technology); nine descriptions of services and price lists (Colorado State University, Emory University, Massachusetts Institute of Technology, Rutgers University, University of California at Berkeley, University of California at San Diego, University of Colorado, University of Rochester, and Washington State University); 17 position descriptions (Brown University, Emory University, Rutgers University, University of Kentucky, University of Manitoba, University of Notre Dame, University of Waterloo, and Washington State University); advertising copy from three libraries (Ohio State University, University of California at Berkeley, and Washington State University); three user surveys (Brown University, Ohio State University, and University of Colorado); and five vendor contracts. (THC)

ED 260 747 JC 850 459

Brooks, Walter L.; And Others
Using Student Performance in Planning.
Arce-Brooks Consultants, Sacramento, CA.
SPONS. AGENCY- California Community Colleges, Sacramento. Office o
the Chancellor.
PUB DATE- Jun 84
NOTE- 200p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires
Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *College Planning; Community
Colleges; *Data Collection; Followup Studies; Outcomes of
Education; *Program Effectiveness; Program Evaluation; Two Year
Colleges; *Vocational Followup
IDENTIFIERS- *California; *Vocational Education Data System

A study was undertaken to improve the quality of student follow-u data submitted by the California community colleges in compliance with federal Vocational Education Data System (VEDS) reporting requirements. The objectives of the study were to conduct a follow-up of vocational education students from 14 community colleges, standardizing data collection methods and definitions; t assist community college vocational administrators in developing a plan for using study data; and to provide technical assistance to colleges in meeting VEDS requirements. Study procedures included a review of the college catalogs and class schedules of 14 selected colleges; an in-class survey of occupational students; the development of a student follow-up survey instrument; and the conduct of follow-up studies by the individual colleges. Study findings demonstrated that the quality of data collected through the VEDS could be enhanced by attending to college information needs and providing coordination among colleges involved in follow-up activity. Background material, assumptions, detailed procedures, and a bibliography are included. Appendices include an occupational skills and knowledge list, information on follow-up procedures and instruments, summary follow-up data, and estimated costs. (Author/EJV)

ED 260 761 JC 850 473

Report of the Student Evaluation of the Milwaukee Area Technical College 1985 Weekend College.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, Development.

PUB DATE- Jun 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaire Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Participant Satisfaction; Prog Evaluation; Questionnaires; School Surveys; Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Weekend Programs

In February 1985, 41 classes were offered on Friday evenings an Saturdays to test the Weekend College concept at Milwaukee Area Technical College's West Campus. A sample of students from the We Campus Weekend College was surveyed in April 1985 to obtain an evaluation of the program and a profile of the students attending Surveys completed by 55% of the students enrolled during the secor semester of 1984-85 (N=309) and comparisons with similar data on day and evening students in 1984 yielded the following results: (72% of the Weekend College participants were women, compared with 51% of the total district population; (2) median age for the Weekend College students was 31 years, while the median age for d students was 24.4 years and for evening students was 29.8 years; (3) 7.8% of the students attending Weekend College were black, while blacks made up 21.7% of the day enrollments and 10% of the evening enrollments; (4) 49.7% of the respondents attended no othe classes; (5) business was the major area of study for 33% of the respondents; (6) "the manner in which I have been treated by MATC instructors" received the highest mean rating, while "the availability of parking" received the lowest mean rating. The stuc findings suggested that the Weekend College was a successful operation. The survey instrument is appended. (LAL)

ED 260 846 PS 015 3

Janey, Jane, Ed.
Effective Utilization of Volunteers in Head Start Programs: A M
Virginia Polytechnic Inst. and State Univ., Blacksburg. Center
Volunteer Development.
SPONS. AGENCY- Administration for Children, Youth, and Families
(DHHS), Washington, D.C.; Kellogg Foundation, Battle Creek, M
PUB DATE- 83
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Disabilities; Feedback; Guides; Legal Responsibili
*Orientation; Parent Participation; Preschool Education; *Pro
Administration; Program Evaluation; Recognition (Achievement)
Recordkeeping; *Recruitment; Staff Development; *Volunteers;
*Volunteer Training
IDENTIFIERS- Project Head Start; *Volunteer Management

This manual provides a practical approach to effectively usin volunteers in Head Start programs. It can be used as a training tool, a "ready" reference for often-needed information, and a source of simple, easily duplicated charts and forms. Topics discussed and/or illustrated include (1) components of a success volunteer program; (2) management of a Head Start Volunteer Program; (3) awareness activities; (4) needs assessment; (5) volunteer program goals and objectives; (6) developing voluntee job descriptions; (7) recruitment; (8) matching jobs and volunteers; (9) staff training; (10) general volunteer orientat (11) specific orientation and training for volunteers; (12) reco keeping; (13) recognition of Head Start volunteers; (14) volunte feedback and evaluation; (15) how to keep volunteers; (16) using the handicapped volunteer; (17) volunteers working with special needs children; (18) legal liability; (19) official policies concerning use of volunteers; (20) developing a local handbook; (21) program improvement. (RH)

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ED 260 919 SE 045

Nuclear Proliferation Factbook. Prepared for the Subcommittees
Arms Control, International Security and Science and on
International Economic Policy and Trade of the Committee on
Affairs, U.S. House of Representatives and the Subcommittee
Energy, Nuclear Proliferation, and Federal Processes of the
Committee on Governmental Affairs, U.S. Senate, 99th Congres
session.

Library of Congress, Washington, D.C. Congressional Research S

SPONS. AGENCY- Congress of the U. S., Washington, D. C. House
Committee on Foreign Affairs.; Congress of the U.S., Washing
D.C. Senate Committee on Governmental Affairs.

PUB DATE- Aug 85

NOTE- 581p.; Portions contain small print.

LANGUAGE- English

EDRS Price - MF03/PC24 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Disarmament; Fuels; *International Relations; *N
Warfare; *Policy; *Technology; Waste Disposal; World Problem

IDENTIFIERS- Nuclear Nonproliferation Treaty; Nuclear Reactors
*Nuclear Weapons

To provide a handy reference for those concerned with ways t
the further spread, or proliferation, of nuclear weapons, the
Committee on Foreign Affairs and the Senate Committee on
Governmental Affairs have since 1977 sponsored periodic public
of the Nuclear Proliferation Factbook. This fourth edition of
factbook includes a wide selection of basic documents and nati
and international statistical data pertinent to the proliferat
of nuclear weapons. Following an introduction, major sections
on: (1) basic documents (selected documents which provide basi
information on the foundation of the international nonprolifer
regime and on the legislative and executive branch components
U.S. policy); (2) nuclear weapons; (3) routes to nuclear weapo
(4) the nuclear fuel cycle; (5) nuclear reactors; (6) uranium
supply and demand; (7) fuel reprocessing and spent fuel manage
(8) nuclear exports and assistance; (9) nuclear industrial bas
nonweapon states; (10) safeguards; and (11) the non-proliferat
treaty review conferences. (JN)

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ED 260 933 SE 045

White, John A.
Values and Scientists.
REPORT NO.- ISBN-0-8191-3585-2
PUB DATE- 83
NOTE- 84p.
AVAILABLE FROM- University Press of America, Inc., 4720 Bosto
Lanham, MD 20706 ($7.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project
Descriptions) (141)
DESCRIPTORS- Higher Education; *Religion; *Sciences; *Scienti
Enterprise; Scientists; *Technology; Theories; *Values

Science and technology are in trouble today. And the world
people and of other living things is in trouble because of the
This seven-part book provides an introduction to the origin an
nature of these troubles. Major areas considered in the first
parts are: (1) values; (2) science and technology in an ideal
(examining growth of science and technology, "simple" and "co
science, research, education, and other topics); (3) science
technology in the real world (discussing negative impacts of
technology, delusionary thinking, and other topics); (4) the
and process of science (discussing scientific theories and the
mortality, Kuhn's structure of scientific revolutions, and oth
topics); (5) values and scientists (examining tolerance in sci
and politics, the historical impact of science on values,
value-neutrality, and other topics); and (6) science and relig
(contrasting science and religion and discussing the historica
impact of science on Christianity, the rise and fall of religi
pseudoreligions, and other topics). The seventh part is a summ
A list of references and a list of discussion topics (used in
college course on which this book is based) are also included.

ED 260 610 HE 018 560

Gill, Wanda E.

A Pre-Law Program Model for a Small Historically Black College.

PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Black Colleges; *Black Students; Career Counseling; *College Programs; Computer Assisted Instruction; Higher Education; Lawyers; Mentors; Models; *Small Colleges; Student Recruitment; Summer Programs; *Undergraduate Study
IDENTIFIERS- *Legal Education (Professions)

The design and development of a pre-law program for a small historically black college are described. The model consists of six phases: community outreach/recruitment; an 8-week summer session at the first and second years of college; a second 8-week summer session at the end of the sophomore year; the junior and senior years; and followup. The program components are counseling/advisement, computer-based tutorials, and faculty support. The noncredit summer offerings cover legal writing, consumer advocacy problems, law specialties, taxation laws, business management, and short introductory courses in criminology, negotiation, statutes, ethics, constitutional law, and legal research. Program objectives include: recruit participants from predominantly black high schools and motivate them to explore law careers; offer courses to prepare students for the Law School Admission Test; conduct workshops on completing the law school application process; link students with lawyers who serve as preceptors; offer lectures on current legal topics; provide career counseling; and develop study skills to handle large volumes of materials. Staffing of the program is also discussed. A list of the pre-law major course requirements (30 semester hours) is appended. (SW)

ED 260 624 HE 018 582

Spitzberg, Irving J., Jr.

Open Letter to President Reagan on Federal Support of Campus Arts and Science Efforts .

Association of American Colleges, Washington, DC. Council for Liberal Learning.

PUB DATE- 2 Jan 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Instruction; Educational Quality; *Federal Aid; *Higher Education; *Liberal Arts; Majors (Students); *Public Policy; *Research Projects; Scholarship; Sciences; *Student Financial Aid; Taxes; Teaching (Occupation)
IDENTIFIERS- Council for Liberal Learning; *Reagan (Ronald)

The health of arts and sciences programs on U.S. campuses is addressed in this open letter to President Reagan by the director of the Council for Liberal Learning of the Association of American Colleges (AAC). Concern is expressed that the proposed federal budget cuts will exacerbate the erosion of resources available for teaching and research. At stake is the quality of instruction and scholarship in the arts and sciences and the morale of students and faculty. Crucially important is funding specifically directed at higher education, including student aid and research support; equally important are those areas that indirectly affect the health of liberal education, such as tax policies. Associated with the decline in federal support for the arts and sciences is an erosion in public confidence and commitment to liberal learning. A recent survey of the career decisions of Phi Beta Kappa members and Rhodes Scholars documented that throughout the 1970s and into the 1980s fewer outstanding students decided to pursue teaching and scholarship. Since 1970 the number of students majoring in English has declined by 57 percent, in philosophy by 41 percent, in history by 62 percent, and in modern languages by 50 percent. Attached to the letter is an AAC news release describing it and also describing the Council's purposes: to provide responsive leadership on critical issues of educational policy and to demonstrate the contributions of liberal education to society. (SW)

ED 260 637 HE 018 626

Rajagopal, R.
Environmental Internships: Where Are They and Who Is Wanted? PANEL Resource Paper #11.
National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

SPONS. AGENCY- Northwest Area Foundation, St. Paul, Minn.
PUB DATE- 83
NOTE- 18p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Conservation (Environment); Educational Background; Eligibility; *Environmental Education; *Experiential Learning; *Geographic Distribution; Higher Education; *Internship Programs; *Majors (Students); Organizations (Groups); Surveys
IDENTIFIERS- *Center for Environmental Intern Programs MA

Information on college internships with environmental organizations and educational requirements of applicants is presented, based on 1972-1982 data collected on 1,485 projects by the Center for Environmental Intern Programs (CEIP). CEIP is a clearinghouse for several hundred U.S. internships. Data such as year, location, sponsoring sector, number of interns, qualifications, salary, duration of internship, and disciplinary background were extracted, computer coded, and analyzed. Findings include: internship positions through the CEIP program were mainly offered during the summer; many CEIP internship positions required a junior or senior level student; most positions were offered by the government sector (mostly local, regional, and state level agencies), followed by nonprofit organizations and the corporate sector; most internships lasted 12 weeks, with a range of 4 to 52 weeks; most CEIP interns were provided a stipend; many employers defined internships in terms of clearly defined tasks to be accomplished; and only occasionally were positions described with a general environmental studies major in mind. Individual disciplines and application areas for the internships are identified, along with frequency distributions. (SW)

ED 260 651 HE 018 640

Davila, Evelyn M.
Today's Urban University Students: Part 2. A Case Study of Hunter College. Final Report on the Urban University Study.
College Entrance Examination Board, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 85
NOTE- 18p.; For part 1 of this report, see HE 018 639.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; Ancillary School Services; Career Counseling; *College Students; Evening Programs; Higher Education; Information Needs; Institutional Characteristics; Institutional Research; *Needs Assessment; School Registration; School Schedules School Security; *Self Evaluation (Groups); *Student Characteristics; Student Employment; *Student Needs; *Urban Universities
IDENTIFIERS- *City University of New York Hunter College

Characteristics and needs of Hunter College students were studied during 1981-1983. The college's use of institutional research to accommodate an increasingly nontraditional student body was also assessed. Attention was directed to: the student population's ethnicity, income, and employment; students' academic experiences; times of day most students attended classes; evening class enrollments; patterns of class attendance for students with different majors; patterns of class attendance for students employed part-time; and the motivational basis for current class scheduling by students. Based on the finding that students were generally uninformed about the availability of support services, steps were taken to remedy the situation, including the establishment of information centers. Institutional service areas identified as critical concerns were counseling, registration, and security. In attempting to understand the college's social environment, consideration was given to needs of different types of students (part- and full-time, returning women students, commuters). Based on study findings, a series of reforms was initiated, such as keeping the administrative offices open longer and evening food services. Guidelines for other urban universities on conducting self-studies are included. (SW)

ED 260 692 IR 011 764

Louie, Steven
Locus of Control among Computer-Using School Children. A Report of a Pilot Study.
National Advisory Council for Computer Implementation in Schools, Tucson, AZ.
PUB DATE- Jan 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Educational Testing; Elementary Secondary Education; Learning Strategies; *Locus of Control; *Microcomputers; Psychological Studies; *Self Concept; Self Concept Measures; Statistical Significance; Student Attitudes Word Processing
IDENTIFIERS- *Bank Street Writer; *LOGO Programing Language

A convenience sample of 46 subjects was selected from 104 elementary through secondary self-selected students who participated in a prototypical voluntary after-school and summer computer camp operated by an American southwestern nonprofit educational research laboratory. Following an initial 16-hour exposure to LOGO and Bank Street Writer, a minimal shift toward an internal locus of control was found for children 12 years of age or less (paired 1-tailed t-test significant at .03), as measured pre- and post-test with the Nowicki-Strickland Locus of Control (LOC) Scale for Children. The LOC scale was chosen as an operationalization of Seymour Papert's concept of "empowering children" via microcomputer interaction. Because prior research on LOC has associated an internal LOC with positive learner attributes, it was felt that such an investigation could assist researchers in more clearly distinguishing between the reaction of different groups toward technology as a tool. Study findings include data which indicate that the study group did demonstrate a significant shift towards internality, "planning" seems to be poorly regarded by even the most "internal" of students, and the subject's self-acceptance experienced a negative shift from pre- to post-tests. (Author/JB)

ED 260 733 IR 051 239

Ferguson, Douglas K.; Pollock, Kathleen Treb
The Library and Information Resources for the Northwest Program: A First Year Report. April 1984-March 1985.
Fred Meyer Charitable Trust, Portland, OR.
PUB DATE- Jun 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; *Information Dissemination; Information Networks; Information Retrieval; Libraries; Library Circulation; *Library Collection Development; Library Collections; *Library Cooperation; Library Extension; *Library Planning; *Library Services; Regional Planning; *Regional Programs; Trusts (Financi
IDENTIFIERS- United States (Northwest)

This report summarizes the first year activities of the Library Information Resources for the Northwest (LIRN) Program of the Fred Meyer Charitable Trust. LIRN is one of three regional programs of the Trust and is active in the states of Alaska, Idaho, Montana, Oregon, and Washington. The LIRN Program is aimed at making needed information more readily available by strengthening the capacity o libraries to collect and deliver that information through coordinated efforts. The three components of the program's overall strategy are: improving the management of collection building and coordination by supporting a regional assessment and database that shows the location and level of subject collections in American Pacific Northwest libraries; assisting with cooperative collection development and sharing agreements that selectively coordinate collection growth and strengthen the combined subject resources in the region; and demonstrating innovative approaches that will result in more rapid delivery of documents and forms of informatio between libraries and to the users of libraries. This first year report includes an introduction; background on the Fred Meyer Charitable Trust; a description of the LIRN program; a summary of the first year activities; accomplishments in collection development and information delivery; and a brief concluding statement. Twenty references are included. (THC)

ED 260 790 PS 015 247

Tyson, Patricia
Voter Registration, Education and Get-Out-the-Vote Lesson Plan.
Children's Foundation, Washington, D.C.
PUB DATE- May 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Learning Activities; Lesson
Plans; *Preschool Children; Preschool Education; *Toddlers; Vot
Registration; *Voting

Designed to introduce the responsibilities of citizenship to children between 2 and 6 years of age, this 2-week lesson plan ai to ensure that children can explain the importance of voter registration and voting to their parents. It is also designed to develop in children a sense of the importance of exercising their citizenship rights. Specifically, learning activities are designe to enable children to demonstrate their understanding of (1) the value of registering, (2) making choices and the differences between political candidates, (3) the knowledge involved in makin choices, (4) and voting. (RH)

ED 260 806 PS 015 27

Barron, Marlene
Are You a Manager? or Are You a Leader?
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Seminar of the American
Montessori Society (25th, Washington, DC, April 19-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; Early Childhood Educatio
*Educational Environment; Elementary Education; Institutional
Characteristics; *Leadership; *Leadership Responsibility;
Montessori Method; Principals; *School Administration; Teacher
Administrator Relationship
IDENTIFIERS- *Montessori Schools

Adults who work in Montessori schools often experience loneline stress, and burnout. Evidence suggests that the way an organizati is managed has considerable impact on the mental health of the people who work in it. It is important to recognize that leadersh and managerial roles differ. The head of a school, as leader, mov the organization towards its goals. The manager's principal role to maintain the status quo in an organization. Phases of school development make different demands on leaders. In pioneer and expansion stages, everyone's energies, talents, and resources are focused on the goal, the creation of the Montessori school. In th consolidation phase, curriculum richness becomes apparent in the classrooms and playspaces, and even the office area often boasts a copying machine. But have the teachers, who are not being provided subsistence level salaries, shared in this richness? At the present time insufficient numbers of potential teachers are entering training. Serious problems such as these can be solved b skilled school leadership. (RH)

ED 260 820 PS 015 28

Hart, Silvia S.; And Others
Memory in the Elementary School Classroom: How Teachers Encourag
Strategy Use.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Biennial Meeting of the Societ
for Research in Child Development (Toronto, Ontario, Canada, Ap
25-28, 1985).
GRANT- NIE-G-83-0047
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Classroom Observation Techniques;
*Cognitive Ability; Cognitive Development; Definitions; Element
Education; *Elementary School Students; *Elementary School
Teachers; *Memory; *Teacher Behavior; *Teacher Influence
IDENTIFIERS- *Strategy Training

Little is known about how teachers encourage memory activity an
strategy use in children. In order to gain such information, 69
teachers of grades K through 6 were observed in five 30-minute
periods. A total of 292 strategy suggestions and 15 instances in
which the teacher attempted to suppress spontaneous strategy use
were observed. Teachers averaged 4.23 category suggestions, with
percent of the teachers producing no such suggestions. Narrative
descriptions of strategy suggestions were classified reliably int
12 category types, ranging from rote memorization to various
elaboration strategies and metamemory suggestions. Strategies
mentioned were generally appropriate for grade level and subject
matter. Teachers at grades 2 and 3 suggested strategies more ofte
than did other teachers. Suggestions regarding the use of several
kinds of external aids in study varied appropriately with grade
level. Teachers were increasingly likely at higher grades to
accompany a strategy suggestion with a rationale about the value
the strategy in facilitating memory and task performance. They
rarely attempted to suppress children's spontaneous strategies.
When they did, it was usually in conjunction with a suggestion fo
the use of some alternative strategy. Definitions of categories
used in classroom observations and a descriptive classification o
the 12 strategy suggestions used by teachers are provided.
(Author/RH)

ED 260 832 PS 015 30

Bartolini, Leandro A.; Wasem, Leighton
The Kindergarten Curriculum.
Illinois State Board of Education, Springfield, Dept. of Plannin
Research and Evaluation.
PUB DATE- Jan 85
NOTE- 19p.; For other papers in this series, see PS 015 295-305.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Evaluation; Curriculum Research; Educat
Change; Educational History; *Educational Philosophy; Educatio
Trends; *Elementary School Curriculum; *Kindergarten; Learning
Readiness; Primary Education; *School Readiness
IDENTIFIERS- Academic Orientation; Developmental Curriculum;
*Illinois

The purpose of this paper, one of several background reports f
comprehensive policy study of early childhood education, is to
identify current issues regarding the kindergarten curriculum,
particularly in relation to the trends surrounding the shift fro
developmental curriculum to a more academic-based curriculum. Th
single major issue discussed is our society's inclination to
introduce children earlier and faster to academic expectations.
brief historical background is provided on early philosophical a
pedagogical influences on the development of kindergarten
curriculum in the U.S. Five current approaches to the kindergart
curriculum are identified and compared; namely, traditional
kindergarten, the Montessori method, behavior analysis, direct
instruction, and Piagetian programs. Four reasons for the shift
emphasis from a developmental curriculum to an academic curricul
are discussed. These reasons are as follows: (1) a greater empha
on kindergarten attendance as the beginning point in school, (2)
increased societal pressure to provide academic instruction at a
early age, (3) increased use of standardized achievement and
screening tests which tend to emphasize outcomes of formal
instruction, and (4) lack of appropriate early childhood educati
training for kindergarten teachers. Next, the controversies rela
to the shift in emphasis are delineated. Finally, research on th
kindergarten curriculum is described pointing to a conclusion th
while studies show that children can learn a great deal at very
early ages, it can also be shown that some learning will not occ
if children are not developmentally ready. Also included in the
paper is a table comparing the two curricular orientations from
standpoint of five criteria: teacher, pupils, activities,
materials, and expectations. (DST)

ED 260 888 SE 045 8

Murphy, Ann
Supporting Improvement of Instruction in Science, Mathematics
Foreign Language Instruction. Discussion Draft.
Northwest Regional Educational Lab., Portland, OR. Northwest Ce
for State Educational Policy Studies.
SPONS. AGENCY- Chief State School Officers of the Northwest an
Pacific.
PUB DATE- Dec 82
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
DESCRIPTORS- *Computer Oriented Programs; *Curriculum Developme
Educational Technology; Elementary Secondary Education;
*Instructional Improvement; Mathematics Education; *Mathemat
Instruction; Physics; Science Education; *Science Instructio
*Second Language Instruction

Data from national and local studies have shown declines: (1
the quality and quantity of mathematics and science instructio
over the past 20 years; (2) in student enrollment in these
subjects; (3) in student scores on standardized mathematics an
science tests; and (4) in course offerings and enrollment in s
foreign languages as German. Ways of addressing these problems
include such approaches as upgrading teacher salary schedules,
utilizing instructional strategies that emphasize problem-solv
rather than rote learning, and developing technology-enhanced
courses. It is this latter approach, the enhancement of existi
instructional materials through utilization of educational
technology (particularly through computer assisted instruction
that is proposed as a powerful means to improving science,
mathematics, and foreign language instruction. The development
technology-enhanced mathematics and science courses is discusse
outlining the components of and activities in the development
such courses. Activities in identifying technology-based
enhancements to support foreign language instruction are also
discussed. Costs for implementing an individualized physics co
for five students are included. (JN)

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ED 260 948 SO 015

Watts, Michael
Student, Teacher and School System Variables Affecting Econon
Understanding at the Pre-College Level: Results from the Ir
Council for Economic Education's Statewide Assessment.
PUB DATE- Jul 84
NOTE- 29p.; Paper presented at the Annual Meeting of the West
Economic Association (Las Vegas, NV, June 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confer
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Economics Education; *Educat
Assessment; Educational Research; Evaluation; Knowledge Lev
School Districts; Secondary Education; *State Surveys; Stud
Improvement
IDENTIFIERS- *Developmental Economics Education Program

This study measured the effects of specified variables on s
knowledge of economics before taking an economics course and
effects of an enlarged set of variables on knowledge gained f
taking the course. The pretest included 5,300 students from 2
classes in 150 randomly selected Indiana schools. Missing dat
missing students reduced the number of subjects in some of th
pre-post comparisons to about 2,200 students. In view of the
available testing time in classes, cognitive tests of only 22
items were developed and field-tested, following the content
"Master Curriculum Guide" developed by the Joint Council on
Economic Education. Reliability measures of the tests were lo
to the small numbers of test items, but were considered to be
satisfactory. Variables that were positive and statistically
significant in their effect on economic knowledge before the
was taken included IQ/aptitude percentile, sex, school enrol
and assessed valuation per student. A school-wide measure of
poverty was negatively and significantly related. In the post
the pre-test score and most of the same variables were signi
with the expected signs. The characteristic variable indicat
participation in the Developmental Economic Education Progran
(DEEP) showed puzzling relationships in both the pretest and
posttest, possibly due to colinearity and to the method of
selection of DEEP schools. The paper ends with a short discus
of the problem of using individual student variables with
aggregative school-district variables. (IM)

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ED 260 962 SO 016

McKernan, Jim, Ed.
Irish Educational Studies. Vol. 4 No. 2.
Educational Studies Association of Ireland, Dublin.
PUB DATE- Feb 84
NOTE- 308p.; For Volume 4, No. 1, see SO 016 720. Financial
assistance provided by Industrial Credit Corporation, Dubl
(Ireland). Document contains small, light type.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essay
Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Autobiographies; Chalkboards;
Chemistry; *Comparative Education; Continuing Education; C
Awareness; Curriculum; Educational Administration; Educatio
Finance; *Educational History; Educational Policy; *Educat
Practices; Educational Research; Educational Technology;
*Educational Trends; Elementary Secondary Education; Forei
Countries; Futures (of Society); Geography Instruction; Hi
Education; Literature; Mathematics Instruction; Motivation
Techniques; Program Descriptions; School Community Relatio
Science Instruction; Television; Textbooks; Youth Programs
IDENTIFIERS- *Ireland

The following papers dealing with education in Ireland are
presented: "The Educational agenda: A View of the Future" (H
Sockett); "Curriculum and Policy in Irish Post-Primary Educa
(B. O'Reilly); "A Response to Barney O'Reilly on Curriculum
Policy in Irish Post-Primary Education" (D. G. Mulcahy);
"Constructing and Testing a Geography Trail" (Kevin Hurley);
"Effective Communication of Mathematics at Primary Level: Fo
the Textbooks" (Catherine Mulryan); "Practical Work in the L
Certificate Chemistry Course" (Adrian J. Ryder); "Only Conne
Reflections on Autobiography and the Teaching of Literature"
Mullins); "Introducing Irish Cultural Studies to the English
Primary School" (Tom Arkell); "Some Aspects of the Psycholog
Concept of Motivation Applied to the Use of the Blackboard i
Classroom" (Francis Douglas); "An Examination of Selected
Dimensions of National School Principals' Concerns for Schoo
Administrative Issues (Donald Herron); "Problems in the Fina
of Higher Education" (A. C. Barlow); "Some Problems in the
Financing of Second Level Education" (John Sheehan); "Commun
Workshops in the Youth Training Programme" (Rosemary Kilpatr
"Education and Training for 16 Year Olds: New Approaches in
Northern Ireland" (Jean Whyte); "The Role of Further Educati
Colleges in the Northern Ireland Youth Training Programme" (
McIlheney); "The Future of Adult Education in Ireland" (Liam
Carey); "Television in Northern Ireland Secondary Schools: Re
Findings and Implications" (C. W. J. Crough and J. J. Collin
"The Implications of Educational Technology for Postprimary
Education in Ireland" (Michael Turner); "Information Technolo
It's Impact on Irish Education" (Brendan Mackey)' "An ghaeil
gCuraclam na Bunscoile" (Eoghan O'Suilleabhain). (RM)

ED 260 596 FL 015 176

Stewart, Robert A. C.

Cognitive, Socio-cultural and Institutional Explanations for Ethnic Differences in Academic Achievement in Fiji (or Affirmative Action in the South Seas).

PUB DATE Aug 84

NOTE 26p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984). Some pages may be marginally legible.

[illegible] English

EDRS PRICE MF01/PC02 Plus Postage.

PUB TYPE Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS *Academic Achievement; *Affirmative Action; College Admission; College Students; Comparative Analysis; *Educational Objectives; Educational Research; *Equal Education; *Ethnic Groups; Foreign Countries; Higher Education; National Surveys; *School Surveys; Universities

IDENTIFIERS *Fiji; University of the South Pacific (Fiji)

The status of and efforts toward educational equity in the Fijian ethnic community in the independent nation of Fiji are examined in the context of participation in higher education, particularly at the University of the South Pacific. It is noted that at the university, which serves 11 countries and about 60 cultures, despite an affirmative action policy, there is lower participation among indigenous Fijians than among Fiji citizens of Indian origin. Research on this problem in Fiji is reviewed, including studies of secondary schools, university student achievement, and medical school participation. An analysis of the psychological, sociocultural, and institutional factors contributing to this situation is outlined, and recent research in Fiji showing significant ethnic differences relating to some of these factors is discussed. Various affirmative action proposals addressing these three factor categories are suggested. (MSE)

ED 260 665 HE 018 660

Clark, Neil; Smith, David
North Dakota Statewide Nursing Study, Phase III. Final Report and Recommendations.
North Dakota State Board of Nursing, Bismarck.
PUB DATE- 12 Jun 84
NOTE- 50p.; For other documents in this study, see HE 018 658-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- Agency Cooperation; *College Planning; Competence; Decision Making; *Education Work Relationship; *Employment Projections; Higher Education; Job Skills; Labor Market; Labor Supply; Networks; Nurses; *Nursing Education; Predictive Measurement; *Skill Analysis; *Statewide Planning
IDENTIFIERS- *North Dakota

The process, outcomes, and recommendations resulting from a projec to develop a statewide nursing resource planning system are examined. Phase 1 of the project investigated nursing manpower demands for 1984 and 1986, while phase 2 studied the current scope of nursing practice. In addition to summarizing the findings of these investigations, methods of utilizing the resulting database are identified. The recommendations cover: future educational planning for nurses, professional practices of nurses, statewide organizational development of nursing resources, and future research. Outcomes included: (1) a planning/coordination network among the health care system, professional associations, regulatory agencies, and higher education agencies; (2) a nursing manpower demand and projections instrument specific to North Dakota and a computer program for analyzing nursing manpower requirements; (3) a nursing manpower supply model for the state based on nurse licensure data; (4) estimates of nursing manpower requirements for 1986; (5) a delineation of nursing practice that provides a base for curriculum development/revision and nursing staffing decisions; and (5) a rational planning approach for decision making regarding addition of new nurse education programs. (SW)

ED 260 679   HE 018 808

Wallace, John
What Undergraduates Learn: The Role of Assessment in Large Research Universities.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 20p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *College Students; *Educational Objectives; Higher Education; *Outcomes of Education; *Student Evaluation; *Undergraduate Study; *Universities
IDENTIFIERS- *Research Universities

Undergraduate education at large research universities and the importance of assessment are considered. After summarizing some special characteristics of large research universities, two problems are addressed: the lack of purposiveness in undergraduate education, and the widespread failure to achieve the learning outcomes professed for undergraduate education. The potential of assessment to introduce more coherence and purposiveness into undergraduate education in large research universities is discussed. Limits of assessment in solving the problem are also considered, with attention to other aspects of the problem: funding for undergraduate education, and integration of undergraduate education with the other functions of research universities. Principles to guide the design of assessment activities include: (1) assessment of learning outcomes should be part of a framework that is accepted by faculty and includes deliberation about what students should learn, inquiry into what they do learn, and action to adjust educational practices; (2) the assessment framework should be accepted by students and employers; (3) assessment should emphasize continuities with learning in elementary/secondary education; (4) formal assessment should be employed; and (5) the use of intensively evaluated pilot programs should be increased. (SW

ED 260 776 JC 850 491

Adickes, Sandra
A Reentry Curriculum Guide for the Adult Learner.
City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C. Women
Educational Equity Act Program.
PUB DATE- 80
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1
Guides/Methods/Techniques (For Practitioners) - Non-Classroom U
(055)
DESCRIPTORS- Basic Skills; Community Colleges; *Curriculum Development; *Educationally Disadvantaged; Educational Needs; Helping Relationship; Minority Groups; Nontraditional Education Nontraditional Students; Program Descriptions; Program Developm *Reentry Students; Self Concept; Two Year Colleges; *Womens Education

Designed to assist educators in the development of reentry prog for adult learners, this guide provides information on the creation, operations, and outcomes of Project Chance, a reentry program initiated at Brooklyn College during the 1970's to serve ethnically diverse, lower and middle income women from the Brookl community. A foreward to the guide highlights the staff's willingness to consider participants' needs and reactions in modifying the content and approach of the program. Following an introduction to the outcomes of the course from its inception in 1976 to its discontinuation in 1980, the guide discusses: (1) one of the major program components--a pre-college, reentry course designed to enable women to explore options, build basic skills competency, and gain self-confidence; (2) redefining the goals of the reentry curriculum based on the first year's evaluation; (3) revising the curriculum to strengthen the basic skills component; (4) the mathematics skills component; (5) the language arts curriculum; (6) the life planning skills curriculum, which emphasizes self-awareness, self-evaluation, decision-making skill and the ability to describe probable future situations; (7) suppor services and counseling; and (8) providing information about othe programs and services. For each topic, information on special problems, barriers, and solutions is provided. (EJV)

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ED 260 860 RC 015 39

Morrissey, Elizabeth S.
Characteristics of Poverty in Nonmetro Counties. Rural Developme
Research Report Number 52.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jul 85
NOTE- 16p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Pri
Office, Washington, DC 20402
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; *Economic Factors; Employment Patterns;
Females; Income; *Low Income Counties; Population Distributio
Population Growth; *Poverty; *Poverty Areas; Racial Compositio
*Regional Characteristics; *Rural Areas; Rural Population;
Socioeconomic Influences
IDENTIFIERS- Farms; Feminization of Poverty; United States (Sout
United States (Southwest)

Economic growth and federal assistance programs lowered the ov
nonmetro poverty rates during the years 1959-80, but uneven
distribution of benefits resulted in high poverty rates among ru
counties containing populations with distinctive demographic,
socioeconomic, and employment characteristics. The 100 rural
counties with the highest poverty rates were located in south ar
southwestern United States and shared certain characteristics wh
compared with the 100 rural counties having the lowest poverty
rate. These characteristics were: more likely to lose populatio
more rural persons, small total population, lower population
density, higher proportion of nonwhites, more families headed by
women, larger families, greater work-disabled population, higher
poverty rates for elderly, lower levels of formal education, lo
per capita personal income, lower average family median income,
lower employment rates, predominance of low wage jobs, larger sh
of self-employment, and greater share of earnings from farming a
government employment. Although farms were larger in high povert
rate counties, market value of farm sales compared with poverty
rates suggested skewed distribution of wealth and income. Knowin
these characteristics can help public officials develop successf
antipoverty programs. Supporting graphs and tabular information
drawn from federal source data are included. A 14-item bibliogra
is appended. (LFL)

ED 260 874 RC 015 4

Helge, Doris
Planning Staff Development Programs for Rural Teachers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cr
N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC
PUB DATE- Mar 85
NOTE- 4p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Involvement; Educational Technology; Elementary Secondary Education; Faculty Development; *Informa Sources; Inservice Education; Needs Assessment; Program Conte *Program Design; *Rural Education; *Staff Development; Teache Educator Education; *Teacher Improvement
IDENTIFIERS- ERIC Digests

An effective staff development program for rural teachers wil identified the needs to be met, will incorporate good managemen principles, and will make use of a variety of resources--the community itself, nonprofessional staff, business and industry, shared teaching efforts. Distinctive staff development needs of rural teachers may include obtaining specialized teaching resources; mastering use of "high-tech" innovations; integratin rural-focused content into curricula; securing funding and equipment; involving the community; relating with parents, peer professionals, and community members; and providing for special need students. Good staff development programs should incorpora broad definition of staff development, ensure that relevant personnel at all levels are trained, develop partnerships to sec additional resources, and use low cost or free staff developmen tools. Effective rural staff development practices are use of system-wide models, use of specific technological appproaches to meet special needs, and focus on individual teacher needs. A variety of rural staff development resources including journals, reports, reviews, and inservice modules are available through th ERIC Clearinghouse on Rural Education and Small Schools, Rural Education Association, American Council on Rural Special Educati and National Rural Development Institute. Addressess and publications/services of these agencies are provided. (NEC)

ED 260 904 SE 045 9

Kirshner, David
Spatial Cues in Algebraic Syntax.
British Columbia Univ., Vancouver.
PUB DATE- 85
NOTE- 80p.; Paper presented at the Annual Meeting of the Americ
Educational Research Association (69th, Chicago, IL, March 31
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Algebra; *College Mathematics; Educationa
Research; Higher Education; *Individual Differences; *Mathema
Linguistics; Mathematics Instruction; Secondary Education;
*Secondary School Mathematics; Spatial Ability; Symbols
(Mathematics); *Syntax
IDENTIFIERS- British Columbia; *Mathematics Education Research

Language syntax is discussed, followed by an overview of algb
syntax. Evaluating algebraic expressions was chosen as the mean
investigate the psychological basis of syntactic skills. Subjec
ability to perform evaluative tasks appropriately using standar
algebraic notation was ascertained; then similar tasks were
presented using a nonce, or artificial, notation designed to
display the propositional or deep structure character of algebr
expressions while distorting the surface cues of ordinary notic
Data from three ten-item instruments (included in appendices) w
analyzed for 517 subjects in grades 9, 11, first-year calculus,
fourth-year engineering; and professional engineers in Vancouve
British Columbia. Covariates were computing experience and past
algebraic achievement. Most subjects (93.6%) demonstrated
competence in the regular notation algebra tasks. Both subjects
using propositional referents and those using surface cues in
syntactic decision making were generally successful (91.0%) at
five simple nonce algebra items, but complex nonce algebra item
were more difficult (66.3% was the mean percentage correct). Cl
nonce notation was significantly more difficult than spaced non
notation. Variation among respondents was substantial, and
individual differences are extensively discussed, as are
implications for research. (MNS)

ED 260 976

De Tray, Dennis
Schooling in Malaysia: Historical Trends and Recent Enrollmen
Rand Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Agency for International Development (IDCA),
Washington, DC.
REPORT NO.- Rand-N-2011-AID
PUB DATE- Oct 84
NOTE- 68p.
GRANT- OTR-G-1822
AVAILABLE FROM- Rand Corporation, 1700 Main St., P.O. Box 213
Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; Comparative Education; Econ
Factors; *Educational History; Educational Opportunities;
*Educational Policy; *Educational Trends; Elementary Second
Education; *Enrollment; Equal Education; Ethnic Groups; Fam
Characteristics; Family Role; Foreign Countries; Higher Edu
Nondiscriminatory Education
IDENTIFIERS- *Malaysia

The educational history of Malaysia is discussed; policy,
historical trends, and school attendance are emphasized. Inc
schooling and increased returns to schooling have been essent
ingredients in Malaysia's economic growth. Schooling levels h
risen rapidly since independence and, while all Malaysians ha
shared substantially in this growth, rates of increase vary a
subgroups. For example, long-standing differences exist betwe
Chinese and Malay educational levels. Malaysian policy is
attempting to homogenize Malaysia's educational system. Unify
the language of instruction has been a major thrust of these
policies. Primary school attendance in Malaysia is almost
universal. Only about 65 percent complete secondary schoolin
only a handful of Malaysians advance beyond secondary school.
analysis of individual, family, and community factors that a
the probability of school attendance among 12- to 18-year-ol
revealed that school attendance levels among Malaysians of a
respond to changes in family resources and to changes in th
attending school. In general, it can be said that Malaysian
educational policies have succeeded admirably in fostering
schooling among Malays, as reflected in the extraordinary ri
secondary school attendance both absolutely and relative to
Malaysia's other ethnic groups. (RM)

ED 260 706 IR 011 783

Coe, Merilyn F.
Applications of Computers in LEA and SEA Evaluation Units. Paper a
Report Series No. 109.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 30p.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computers; *Evaluation Methods; *Evaluators; Interviews; National Surveys; Researchers; *School Districts; *State Departments of Education; *Telecommunications
IDENTIFIERS- Computer Uses in Education

This paper addresses the issues involved in the current applications of computers, both microcomputers and mainframe, by local (LEA) and state (SEA) education agencies' evaluation-research-assessment departments. The results of a recen
survey of randomly selected local and state evaluation units are presented (20 LEA/20 SEA), as well as an integration of some of th
salient points from existing publications on the use of computers by evaluators. The paper focuses on the range of applications of computers, problems in application, and primary needs in the utilization of computers for evaluators. Its contents include: (1) study overview and purpose; (2) study design, including target population, SEA and LEA samples; (3) survey design; (4,5) SEA and LEA results, including regional and national profiles; and (6) the conclusion, which briefly reviews the findings, discusses some of the implications, and projects future developments in computer use by evaluators. The interview form is appended. (JB)

ED 260 762 JC 850 474

Report of the Student Evaluation of the Milwaukee Area Technical College 1985 Summer School.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, Development.

PUB DATE- Aug 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaire Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Day Students; Evening Students; *Participant Satisfaction; Program Evaluation; Questionnaires; Sampling; School Surveys; *Student Attitudes; *Student Characteristics; *Summer Programs; Two Year Colleges; *Two Year College Students

Milwaukee Area Technical College (MATC) initiated summer evenin classes during summer 1985. In June 1985, a study was conducted t evaluate the functions, services, and facilities of the summer school and to develop a profile of MATC summer students. A random sample of 1,609 (38.5%) of the 4,183 students enrolled in summer 1985 were surveyed in-class by their instructors. Study findings included the following: (1) a majority of students at all campuse were female, with a high of 73% female among North Campus day students; (2) the three most important reasons for attending at a locations were to earn an associate degree, acquire skills for a new job, and earn transfer credit; (3) approximately 35% of the students at Milwaukee Campus were minority group members, compare to 9.5% at South Campus, 14.1% at North Campus, and 14.6% at West Campus; (4) about 20% of the day students and 60% of the evening students were working more than 34 hours per week; (5) campus choice was influenced most by low costs and convenient location; (6) highest ratings were given to the following items: "the manne in which I have been treated," "the quality of teaching I have received at MATC," and "the courses I have taken at MATC." The survey instrument and responses by campus and day/evening status are included. (LAL)

ED 260 791 PS 015 24

Lange, Garrett
Instructional Formats Associated with the Development of Strateg
Remembering.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Biennial Meeting of the Societ
for Research in Child Development (Toronto, Ontario, Canada, Ap
25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Educational Environment;
*Elementary School Students; *Family Influence; *Kindergarten
Children; Memory; Performance Factors; Primary Education; *Rec
(Psychology)
IDENTIFIERS- Instructional Format; *Strategic Remembering

Very little is known about the conditions under which young children acquire strategic means of remembering in natural learn environments. A promising line of research attributes the emerge of "internal remembering strategies" to formal schooling environments. Data gathered from 173 children in kindergarten through the third grade indicated that types of environmental differences perceived by the children were consistent with some c the causal dimensions proposed by schooling theorists. However, increasing evidence of strategic study and retrieval behavior in preschool children point up the limitations of schooling hypotheses. It is difficult to know how frequently and in what wa adults direct instructional activities to everyday memorization tasks with preschoolers, or how systematic and persistent adults are in attempting to gradually transfer remembering responsibilities and strategy usage to their children. Research suggests that while mothers often refer to and demonstrate the us of adult-like strategies for remembering, they seldom persist in requiring the child to use the strategy to self-regulate recall. Nevertheless, even 2- and 3-year-olds are taught and expected to remember to perform simple recurring and prescheduled activities a daily basis. Such experiences undoubtedly afford young childre at least a rudimentary means-goal understanding of the recall function and may account for some of the strategy knowledge and u found in primary school students. (RH)

ED 260 847 PS 015 33

Phillips, Tyler D.; And Others
Work Place Impact of Working Parents. Preliminary Report.
Child Care Systems, Inc., Lansdale, PA.
PUB DATE- Mar 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Par
Employee Attitudes; *Job Performance; Questionnaires
IDENTIFIERS- *Absenteeism (Employee)

Intended for employers requiring facts about the child care problems of their working-parent employees, findings reported he relate primarily to the amount of work time which working parent devote to child care. Specifically discussed are frequency of ca changes, time spent finding care, work time missed by working parents, consideration given by working parents to leaving the force, and care location preference. This report is based on a study of 1,243 working parents in Southeastern Pennsylvania and Southern New Jersey who completed the Child Care Systems' questionnaire. Concluding remakrs indicate that the impact of ch care on the workplace is equivalent to 8 days per year in lost time: 9 hours on average to locate care, 1 person day per year in tardiness and phone calls, and 5 days in absenteeism. These costs in time add up to nearly a 3 percent extra cost for workin parent employees in contrast with non-parent employees. (RH)

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ED 260 934 SE 045

Donovan, Edward P.; And Others
Eighth Grade Science Teachers as Sex-Role Models for Eighth G
Girls' Science and Engineering Career Interests.
PUB DATE- 5 Oct 84
NOTE- 24p.; Paper presented at the Annual Meeting of the North
Rocky Mountain Educational Research Association (2nd, Jacks
WY, October 4-6, 1984). For the dissertation on which this
based, see SE 045 975.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confer
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Engineering; *Females; Grade 8; Junior High Scho
*Role Models; *Science Careers; Science Education; Science
Instruction; *Science Interests; Science Teachers; *Seconda
School Science; Sex Differences; *Sex Role; Teacher Effecti
IDENTIFIERS- Science Education Research

This study investigated the potential influence of female s
teachers as sex role models for eighth-grade girls' science a
engineering (SE) career interests. Subjects were 30 eighth-gr
science teachers (14 men and 16 women) and their 1,937 eighth-
students (992 girls and 945 boys). Using an SE career interest
survey (CIS) developed by the authors, all students were surve
at the beginning and end of the eighth-grade school year.
Statistical analyses used to test interaction of teacher and
student sex on student SE career interest show: (1) that the
interaction did not account for a significant amount of the
variance of student SE career interest; (2) a statistically
significant correlation between CIS pre- and post-survey score
the students; (3) a statistically significant correlation bet
student sex and the CIS scores (indicating that boys scored h
than girls); and (4) that teacher's sex did not account for a
statistically significant amount of the variance of the girls
postsurvey scores. These results indicate: (1) that as sex ro
models, the teachers did not enhance the SE career interests
their students; and (2) that the girls' SE career interests w
not influenced by the sex of their teacher. (Author/JN)

ED 260 611 HE 018 561

Corporate Support of Education, 1983.
Council for Financial Aid to Education, New York, N.Y.
PUB DATE- Dec 84
NOTE- 38p.
AVAILABLE FROM- Council for Financial Aid to Education, Inc., 680 Fifth Avenue, New York, NY 10019 ($10.00, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Business Cycles; *Donors; Economic Factors; *Higher Education; Income; *Industry; National Surveys; *Philanthropic Foundations; *Private Financial Support; *School Business Relationship
IDENTIFIERS- *Corporate Support

Results of the Council for Financial Aid to Education's 1983 survey of 503 companies providing financial support to higher education are summarized and tabulated. Attention is directed to: national trends in corporate pretax net income and contributions; effects of inflation; corporate support in relation to total voluntary support and institutional expenditures; the distribution and types of corporate contributions; foundation cash flow by industry; changes in market value of corporate foundation assets by industry; comparative ranking of educational support by industry; total support of education in relation to worldwide pretax net income and assets; and contributions by manufacturing companies. Findings include the following: corporate giving to education in 1983 rose 3.2 percent to an estimated $1.29 million; education claimed the largest share of total corporate contributions at 43.0 percent, down slightly from 1982; total corporate contributions rose 7.1 percent in 1983 to an estimated $3 billion; gifts of company products and other property comprised 11.5 percent of reported contributions; more than half of product gifts went to education; and contributions by company foundations exceeded receipts for the fourth year, but shortfalls were adequately covered by earnings on foundations' assets. (SW)

ED 260 625 HE 018 586

Private Higher Education: The Job Ahead. Talks from the Annual Meeting of the American Association of Presidents of Independent Colleges and Universities (Scottsdale, Arizona, 1984). Volume 13.

American Association of Presidents of Independent Colleges and Universities, Rexburg, ID.

PUB DATE- 85
NOTE- 50p.
AVAILABLE FROM- American Association of Presidents of Independent Colleges and Universities, P.O. Box 723, Rexburg, ID 83440 ($4.00)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Administrator Role; *Church Related Colleges; Civil Rights; *College Presidents; Compliance (Legal); Educational Objectives; Educational Opportunities; Educational Trends; Federal Legislation; *Federal Regulation; Fund Raising; Government School Relationship; Higher Education; Leadership Responsibility; *Moral Values; *Private Colleges; Public Policy
IDENTIFIERS- *Civil Rights Act 1964; Commission on Civil Rights

Six talks from a conference on private higher education are presented. In "Regulating the Private University in the Name of Civil Rights," Robert A. Destro considers the "prevailing philosophy" of civil rights enforcement and developments since 1964. "AAPICU and 'The Civil Rights Act of 1984,'" by Bruce C. Hafen, Luisa L. Lancetti, and Stephen Markman, is an abbreviation of a statement delivered before the U.S. Civil Rights Commission. Jeffrey R. Holland's article, "Values and Morality in Higher Education," sketches historical changes in educational objectives and their effect on morality in society, as well as current educational issues. David A. Hubbard suggests that it is helpful for college presidents to see schools as corporations, institutions, churches, movements, and tribes in "More Than a Manager: The Broad View of Presidential Leadership." Topics addressed by Warren Bryan Martin in "A Future of Choices, A Choice of Futures" include the modern college, the principle of dissent, the use of reason/logic, and education as a moral quest. Finally, college presidents' concerns regarding fund-raising and the development team are explored in "The Role of the President in Fund Raising at Church-Related Colleges," by Charles W. Schoenherr. (SW)

ED 260 638 HE 018 627

Kendall, Jane C., Ed.
Experiential Learning and Cultural Models. PANEL Resource Paper #12
National Society for Internships and Experiential Education, Raleig
NC. Peer Assistance Network in Experiential Learning.
PUB DATE- 83
NOTE- 51p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anthropology; College Students; Course Content; Cultura
Context; *Ethnic Studies; *Experiential Learning; Field Experience
Programs; Higher Education; Hispanic American Culture; *Internship
Programs; *Mexican Americans; Student Adjustment; Subcultures
IDENTIFIERS- *Cultural Anthropology; *University of California Los Angeles

The subcultures of school and experiential learning sites and perspectives from cultural anthropology are discussed, along with a program in applied humanities and Chicano studies. In "The Internship Process: A Cultural Model," Sharon Rubin considers the process of moving from the college student subculture to that of the internship experience. It is suggested that problem-solving and decision-making exercises and simulations can be used in seminars for field work students to help them become more independent in situations of stress and uncertainty. E. L. Cerroni-Long discusses the role that cultural anthropology can play in analyzing nontechnical experiential learning experiences in "Experiential Learning and Cultural Anthropology: General Considerations and Case Study." In addition, an experiential learning program that complements a course in anthropology is described: the UCLA Program in Applied Humanities and Chicano Studies. This program, which was designed to explore the historical role and status of Mexican Americans in Southern California, has an anthropological framework. Also included are course outlines, information on course requirements, and lists of required texts and reading materials. (SW

ED 260 693 IR 011 766

Baggett, Patricia; Ehrenfeucht, Andrzej

A Multimedia Knowledge Representation for an "Intelligent" Computerized Tutor. Technical Report No. 142.

Colorado Univ., Boulder. Inst. of Cognitive Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel Training Research Programs Office.
PUB DATE- Apr 85
NOTE- 52p.
CONTRACT- N00014-84-C-0122; N00014-85-K-0060; NR-667-533; NR-702-
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; Computers; Equipment Maintenance; Instructional Design; Instructional Improvement; *Multimedia Instruction; *Repair; *Tutoring

The intended end product of the research project described is an "intelligent" multimedia tutoring system for procedural tasks, in particular, the repair of physical objects. This paper presents th data structure that will be used, i.e., a graph with five types of nodes (mental, abstract, motoric or action, visual, and verbal) an two types of links (subconcept and pointer). The graph examples given in the paper are knowledge representations of conceptualizations that people might have for a simple object, e.g., a flashlight. Use of the representations is shown for choosing actions, planning strategies, making inferences, and designing instructions. The plan for computer implementation of th tutoring system is also given, as well as a report on applications of this knowledge representation, including how it can be derived from experimentally observed behavior. Finally, this knowledge representation is compared with others such as KRL, Pavio, and linguistically based theories. (Author/JB)

ED 260 720 IR 051 221

Kaplowitz, Joan
A Pre and Post Test Evaluation of the English 3--Library Instructi Program at UCLA.
PUB DATE- Jan 84
NOTE- 15p.; Synopsis of M.L.S. Thesis, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; College English; Course Evaluatio Higher Education; *Information Seeking; Library Guides; *Library Instruction; *Library Research; *Library Skills; Statistical Significance; Student Attitudes; Use Studies
IDENTIFIERS- *Course Integrated Library Instruction; *University of California Los Angeles

Pre- and posttests were administered to approximately one-third o the students (241) who participated in the University of California at Los Angeles' (UCLA) English 3--Library Instruction Program. The program's effect on the students' library related behavior was evaluated, and changes in library usage, attitudes toward libraries and librarians, and understanding of basic library skills were studied. Statistical analysis of the data indicated that students scored significantly higher on the posttest than on the pretest. This suggests that the program is benefiting the students at UCLA and is an effective way of offering bibliographic instruction to every student enrolled at UCLA. This report, a synopsis of the full report by the same title, includes a description of the UCLA library system and the English 3--Library Instruction Program; a discussion of the methods used to conduct the pre- and posttest evaluation; the results (including three tables showing mean scores for all subjects, upperclassmen only, and non-participants); and a general discussion of the study. (Author/THC)

ED 260 734 IR 051 240

Mississippi School Library Media Programs: A Guide for Management.
Competency Based Handbook for Certified Library Media Specialist
Administrators, and Evaluators.

Mississippi State Dept. of Education, Jackson.

PUB DATE- 85
NOTE- 113p.; For related document, see ED 249 992.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Guidelines; Learning Resources Centers; Library Acquisition; *Library Administration; *Library Facilities; *Library Materials; *Library Planning; Libr Role; Library Standards; Media Specialists; *Minimum Competencie Performance; *School Libraries; State Programs
IDENTIFIERS- *Mississippi

This new publication, which replaces A Primer for Mississippi School Librarians published in 1967, is designed for use in planning, implementing, and evaluating school library media programs. For the administrator, there are competencies which must be met to develop the library media program as an integral part of the total instructional program. Information on the interactive roles of the library media specialist, teachers, and the administrator as well as materials on personnel, budget, space, materials, and equipment will also be of interest to administrators. The above mentioned materials will be useful for library media specialists as will the specific competencies outlined in the areas of the total library media program, material and equipment selection, purchasing, organization, and assistance to students and teachers. The handbook delineates Mississippi's standards for school library media programs and provides school personnel and evaluators with a tool to measure the effectiveness of school library media programs. In addition to the 25 specific competencies, there are chapters on district-level media services and the role of the State Department of Education. A bibliography and a performance assessment instrument are included. (THC)

ED 260 748 JC 850 460

Wright, Calvin E.; Kim, Yungho

Implementation of the California Community Colleges Occupational Education Program Evaluation System. Summary of Activities Performed to Provide Support Services.

Educational Evaluation and Research, Inc., Menlo Park, Calif.

SPONS. AGENCY- California Community Colleges, Sacramento. Office o the Chancellor.

PUB DATE- Jun 85

NOTE- 165p.; Parts of the document are printed on colored paper.

CONTRACT- 3-4-154-09

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Us (055)

DESCRIPTORS- Community Colleges; *Evaluation Methods; Program Development; *Program Evaluation; State Programs; Statewide Planning; Two Year Colleges; *Vocational Education

IDENTIFIERS- *California

As part of an effort to make the system for the evaluation of California community colleges' occupational education programs mor relevant and efficient, a project was undertaken to provide the coordination and support services necessary to accomplish this revision. The primary objective of the project was to involve college practitioners, research and evaluation specialists, and business/industry representatives in redesigning and field testing the Occupational Education Evaluation System. More specific objectives were to facilitate: (1) development of the instruments and procedures required for the revised evaluation system; (2) assessment of the reliability and validity of the instruments used (3) development of an evaluation system insuring the involvement o local program advisory committees and the maximum coordination wit the colleges' accreditation process; (4) implementation of data collection, processing, and analysis procedures; and (6) assessmen of the performance of the redesigned evaluation system. The accomplishment of these objectives involved providing support for the Advisory Committee for Evaluation and Research, conducting a formative assessment of the redesigned system, assisting in designing and implementing data processing procedures, and assisting in the development of statewide reports of the evaluation. Discussion on project accomplishments and recommendations are included. Among the appendices are sample evaluation forms, evaluation results, data tables, and guidelines for statewide occupational education advisory committees. (Author/EJV)

ED 260 807 PS 015 27

Schroeder, Eberhard; Edelstein, Wolfgang
A Model of the Development of Concrete Operations: Synchrony or Decalage?
PUB DATE- Jun 85
NOTE- 18p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Conservation (Concept); For Countries; Longitudinal Studies; Models; *Young Children
IDENTIFIERS- *Concrete Operations; Developmental Patterns; Icelan

In a longitudinal study conducted in Reykjavik, Iceland, 60 mal and 61 female subjects were tested at 7, 8, and 9 years of age in order to investigate their comprehension of three concrete-operational concepts (conservation, class inclusion, and logical multiplication). This report focuses on a logical reconstruction of the developmental sequence of the three concrete-operational concepts. Based on a structural task analysi a developmental model was postulated that defines the emergence a consolidation of concrete operations as a successive (cumulative) process. Empirically, all children in the longitudinal study followed an invariable developmental sequence corresponding to a unidirectional model. Methodological implications of the longitudinal design and the logical formulation of multilateral developmental models are discussed and an empirical evaluation an statistical test of the developmental model is provided. It is concluded that the findings may be viewed as additional theoretic and statistical evidence for the decalage hypothesis of the development of concrete operations. (Author/RH)

ED 260 821 PS 015 29

Putallaz, Martha; And Others
Sociometric Status and Adjustment: A Developmental Perspective.

SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Biennial Meeting of the Societ
for Reearch in Child Development (Toronto, Ontario, Canada, Apr
25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adjustment (to Environment);
Affective Behavior; Elementary Education; *Elementary School
Students; Grade 1; Grade 3; Grade 5; *Peer Evaluation; *Peer
Relationship; Physical Health; *Self Concept; Student Behavior
IDENTIFIERS- *Sociometric Status

The relationship of perceived and actual sociometric status to outcome variables in academic, behavioral, psychological, and physical health adjustment domains among elementary school childr was examined. Participants were 180 first, third, and fifth grade public school children, their parents, and teachers. Sociometric status was assessed with a sociometric rating questionnaire. Children also completed measures of depression, anxiety, and perceived competence and estimated the sociometric rating score they received from their classmates. Parents completed a questionnaire concerning observations of their children's behavio teachers assessed cognitive competence and academic rank in class and school records provided the remainder of the data. Findings indicated that (1) the relationship between sociometric status an adjustment appears to be evident immediately in children across a four adjustment domains; (2) of the four adjustment domains studied, sociometric status appears to be most highly related to academic adjustment; (3) the relationship between sociometric status and adjustment appears to be strongest for first graders; and (4) it is not necessary for children to perceive their sociometric status accurately for negative outcomes to occur. (RH

ED 260 833 PS 015 30

Bartolini, Leandro A.
Problems of Adjustment to School.
Illinois State Board of Education, Springfield, Dept. of Plannin
Research and Evaluation.
PUB DATE- Jan 85
NOTE- 15p.; For other papers in this series, see PS 015 295-305.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); Coping; *Elementary Sc
Students; Emotional Response; Learning Readiness; *Maturity
(Individuals); Personality Traits; Primary Education; *School
Readiness; Social Adjustment; *Student Adjustment
IDENTIFIERS- *Illinois

This paper, one of several written for a comprehensive policy s
of early childhood education in Illinois, examines and summarize
the literature on the problems of young children in adjusting to
starting school full-time and describes the nature and extent of
their difficulties in relation to statewide educational policy.
review of studies and rating scales focuses on the following are
the variability of children's behavioral reactions to starting
school; specific areas of behavior indicative of how well childre
adjust: personal emotional adjustment, social adjustment, and
attitudes and behavior in response to the intellectual demands o
the school (cognitive/verbal, and general cognitive); comparison
of children with nursery school experience and children without
nursery school experience; identification of children's problems
adjustment; and the effect on children's adjustment of school
policies on when and how children enter school. Data suggest tha
(1) knowing the types of behavior to expect as well as the probl
of adjustment constitutes a first step in developing home and
school strategies to help reduce stress and provide a smooth
transition, and (2) school policies should be examined and
evaluated in terms of the effects they have on children's
adjustment. The following strategies are recommended for handlin
problems of adjustment: (1) development of handbooks/guidebooks
parents and teachers; (2) more formal instructional programs for
teachers; and (3) development of a statewide educational policy.
(DST)

ED 260 920 SE 045 9

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 18, Number 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Cent Science and Mathematics Education.
PUB DATE- 85
NOTE- 75p.; Mathematics Education Information Report.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio S Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S subscription, $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analy Products (071) Collected Works - Serials (022)
DESCRIPTORS- Cognitive Processes; Computer Oriented Programs; Editorials; Educational Research; Geometric Concepts; Groupi (Instructional Purposes); Mastery Learning; *Mathematics Achievement; *Mathematics Education; Measurement; *Preservic Teacher Education; *Problem Solving; Student Attitudes; Teac Behavior; Time Factors (Learning)
IDENTIFIERS- *Mathematics Education Research

This issue contains abstracts and critical comments for ten mathematics education journal articles, plus an editorial on teacher education needs by Thomas J. Cooney. Two articles focu problem solving; the remainder concern instruction about and w computers, geometric perceptions, preservice teachers' concept of volume, attitudes toward mathematics, time on task, mastery learning and student teams, teachers' conceptions and practice and small-group interaction. References to mathematics educati research reported in "Resources in Education" (RIE) and "Curre Index to Journals in Education" (CIJE) from October through December 1984 are also included. (MNS)

ED 260 5[illegible]7 FL 015 177

Sherratt, F. A.
The Production of Metaphor in Young Children.
PUB DATE 8[illegible]
NOTE 5[illegible]
LANGUAGE [illegible]
EDRS Price MF01/PC02 Plus Postage.
PUB TYPE Reports - Evaluative/Feasibility (142)
DESCRIPTORS *Child Language; *Cognitive Thinking; Expressive Language; *Intellectual Development; *Language Acquisition; *Metaphors; Psycholinguistics; Speech Acts; Young Children
IDENTIFIERS Piagetian Theory; Poetics

An examination of the use of metaphors by children summarizes the views of metaphor as found in the literature and describes a theoretical framework for the study of such utterances in young children by integrating two hypotheses. It is postulated that the young child uses metaphor to test new inferences about various kinds of relationships in the world in terms of the response obtained from the listener. This viewpoint brings together the Piagetian and Speech Act hypotheses, and makes it possible to ask more specific questions about metaphor production by children, dependent on the further development of some existing investigating procedures and criteria. It is proposed that this approach takes the phenomenon of child metaphor out of the category of description where it has been located until now. The report also includes a substantial list of References. (MSE)

ED 260 652 HE 018 641

GAPSFAS Applicant Profiles: 1981-1984.

Educational Testing Service, Princeton, NJ. Graduate and Professiona School Financial Aid Service.

PUB DATE- Feb 85

NOTE- 42p.

AVAILABLE FROM- Educational Testing Service, Graduate and Professional School Financial Aid Service, Princeton, NJ 00541.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Business Administration Education; College Applicants; Dental Students; *Financial Aid Applicants; *Graduate Study; Highe Education; Income; Law Students; Medical Students; *Need Analysis (Student Financial Aid); Parent Financial Contribution; Private Colleges; *Professional Education; State Colleges; Student Characteristics; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- *Debt (Financial)

Demographic and economic information were collected about students who applied for financial aid to attend graduate or professional school for academic years 1981-1984 through the Graduate and Professional School Financial Aid Service (GAPSFAS). GAPSFAS is a centralized financial need analysis service used by more than 700 graduate and professional schools. Attention is directed to: student characteristics, student debt profiles, student resource profiles, profiles of parents' income and assets, and total family contribution trends. Student characteristics include marital status, year in school, field, dependency status, age, housing preferences, and family size. It was found that the "typical" GAPSFAS student was an unmarried, independent student, age 21-30 who was about to enter the first year of graduate or professional study. In 1983-1984, about 28 percent of the students were pursuing master's or doctoral degrees in arts and sciences, 33 percent were pursuing law degrees, 20 percent were medical or dental students, and about 10 percent sought the Master of Business Administration degree. A consistent trend of increased borrowing from 1981-1982 to 1983-1984 was revealed. Additional findings are presented in narrative and statistical formats. (SW)

ED 260 666 HE 018 661

Snyder, Chryl A.; Terzin, Margaret A.
Survey of Part-Time Faculty at Ferris State College.
PUB DATE- 85
NOTE- 46p.; Study undertaken through the sponsorship of Ferris Professional Women.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; Institutional Research; *Males; *Par Time Faculty; Questionnaires; *State Colleges; *Teacher Attitudes *Teacher Characteristics; *Women Faculty
IDENTIFIERS- *Ferris State College MI

The status of part-time faculty at Ferris State College during th 1984 fall quarter was investigated. A total of 53 part-timers completed the survey, which was based on the concerns of members of the Ferris Professional Women's organization. It was found that part-time faculty members were likely to be female, 36-50 years old, married, with a master's degree, and a total family income of $20,000 to $35,000. Additional findings include: 38.78 percent had one other part-time job, 89 percent had never been a full-time faculty member; about 59 percent wanted to be full-time; 28.85 percent had more than 10 years of related work experience before coming to Ferris State to teach; 51.72 percent of female part-timers had taught at the college 1 to 5 years, while 45.83 percent of male part-timers had taught at the college less than 1 year. Information was also obtained on faculty workload and facilities available to part-timers, along with items of professional concern, such as support for attending conferences and workshops. Improvements desired by part-timers included pay for office hours and preparation time, and health/life insurance benefits. Included are respondents' answers to open-ended questions and the questionnaire. (SW)

ED 260 680 HE 018 809

Elman, Sandra E.; Lynton, Ernest A.
Assessment in Professional Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 24p.; Paper presented at the National Conference on Assessmen
in Higher Education, sponsored by the American Association for
Higher Education, (Columbia, SC, October 13-15, 1985). Broken pri
will affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Case Studies;
Clinical Experience; Competence; *Critical Thinking; Engineering
Education; Experiential Learning; Group Discussion; Higher
Education; Medical Education; *Outcomes of Education; *Problem
Solving; *Professional Education; Role Playing; *Self Evaluation
(Individuals); Simulation; *Student Evaluation

The assessment of professional programs at the undergraduate leve is discussed (i.e., engineering, business, education, nursing, and other career-oriented fields). Presently, assessment in professional education relies almost exclusively on written or oral testing of a predetermined set of cognitive and analytical skills. This is followed by assessment of the ability to apply these skills to predetermined and well-defined problems and cases. Professional education and assessment need to focus more on the process of defining problems and making instrumental judgments, using a variety of real and simulated clinical experiences. Professionals need to be able to make choices among a number of possibilities, each of which optimizes one or more competing values. Professional competence requires dealing with complexity, tolerance for ambiguity, coping with discontinuity and disequilibrium, and risk-taking. Self-assessment is emerging as an integral part of professional competence, and, therefore, must become part of professional education. The effective use of the following methods in assessment are addressed: the case study method; simulation, role playing, and group discussion; and small group interactions. Specific reference is made to the education of engineers, managers, and medical personnel. (SW)

ED 260 848 PS 015 33

Malorzo, Lisa; Page, David
Gender Identity and the Development of Personal Space in Young Children.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Personal Space; Sex Differences; *Young Children
IDENTIFIERS- Developmental Patterns; *Gender Identity; Stability (Personal)

If interpersonal spacing is a component of sex-role developmen then gender identity development may partly mediate age and sex differences in personal space, as well as variations in distance due to the sex of the stimulus person. The primary purpose of th study was to investigate this possibility. Personal space preferences of 36 male and female children, 3, 5, 7 years of age were tested using the felt-board technique. In addition, the ger identity development of each child was measured through verbal responses to 12 items drawn from questionnaires concerning the development of gender stability and gender constancy. Findings indicated that girls were more likely than boys to vary their distances depending on the sex of the target and that 3- and 7-year-olds showed closer distances in relation to same sex othe while 5-year-olds prefer closer distances to opposite sex others Children with more complete gender knowledge preferred closer distances to same-sex others. In addition, level of gender ident development was significantly related to sex of subject, with gi showing greater understanding than boys. Implications of the findings are discussed. (RH)

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ED 260 861 RC 015 39

Wilms, Douglas C.
Eastern North Carolina: An Education Atlas.
East Carolina Univ., Greenville, NC. Rural Education Inst.
SPONS. AGENCY- Z. Smith Reynolds Foundation, Sapelo Island, Ga.
PUB DATE- 85
NOTE- 142p.; Funding was also provided through grants from the E
Carolina University Foundation and Alumni Association.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Atlases; Demography; Educati
Attainment; Educational Finance; Elementary Secondary Educatio
Enrollment; Income; Mathematics Achievement; Population
Distribution; Poverty Areas; Reading Achievement; *Rural Areas
*Rural Education; *School Statistics; *Student Characteristics
Teacher Characteristics
IDENTIFIERS- *Counties; *North Carolina (East)

To provide school systems, organizations, and individuals interested in improving rural education with current information local conditions, the Rural Education Institute of East Carolina University has compiled demographic and educational data on 41 eastern North Carolina counties into this educational atlas. The maps show the 41 counties of eastern North Carolina; municipalit with local education agencies; rural and urban population (52% rural); per capita personal income ($7,564, average); families below the poverty level (16.5%); numbers receiving Aid to Famili with Dependent Children; participation in school lunch programs; estimated property values; public education local revenue and expenditures; professional staff paid with local funds; enrollme data (public school totals, racial composition, percent of exceptional children, exceptional programs by category); student retention and dropout rates; adult educational levels; intention of high school graduates; sex and race of teachers and administrators; professional staff degrees; reading achievement grades 1,2,3,6, and 9; mathematics achievement for grades 1,2,3, and 9; and Scholastic Aptitude Test scores. Narrative pages accompany each map and provide supporting facts and figures. (NE

ED 260 889 SE 045 8

Flavin, Christopher
World Oil: Coping With the Dangers of Success. Worldwatch Pape
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-66-6
PUB DATE- Jul 85
NOTE- 70p.
AVAILABLE FROM- Worldwatch Inst., 1776 Massachusetts Ave., NW,
Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
DESCRIPTORS- Depleted Resources; Energy; *Energy Conservation;
Consumption; *Fuels; *Natural Resources; *Petroleum Industry
Technology; World Affairs
IDENTIFIERS- *Energy Consumption; Energy Policy; *Oil

This publication examines various topics and issues related world oil situation. Major areas considered are: (1) the natur consequences of the current oil glut; (2) a historical overvie the petroleum era (with analyses of the three time periods of 1900-1973, 1973-1979, and 1979-1981); (3) the geopolitics of o (including data on oil production and revenues from the Organization of Petroleum Exporting Countries (OPEC) for 1973, 1980, and 1984; (4) the limits to world oil use (explained by graphs on world oil reserves and data on oil production, reser and reserves/production ratios of 12 major oil producing countries); (5) energy efficiency and new energy sources (list major sources and consumption rates from 1973 to 1984); and (6 energy policy framework (with trend analysis and political implications). It has been recognized that opportunities have increasing for many countries in energy self-sufficiency and o dependency has diminished. (ML)

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ED 260 949 SO 016

Tyminski, Lucy T.; And Others
Old Enough to Care. Teacher's Guide. A Series of 6/15-Minute
for High School Students about Aging.
WCNY-TV, Syracuse, NY.
PUB DATE- 84
NOTE- 38p.; Produced with partial funding from the Corporatio
Public Broadcasting.
AVAILABLE FROM- Agency for Instructional Technology, Box A,
Bloomington, IN 47402 (teacher's guide, 1-9, $2.35; accompa
series of six 15-minute videocassette programs, $125.00 per
program; $500.00 for six).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Non-Print Media (100) Guides/Methods/Techniques (Fo
Practitioners) - Classroom Use - Teaching Guides (For Teach
(052)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); Audiov
Aids; High Schools; International Programs; Learning Activi
*Older Adults; Resource Materials; Stereotypes; Student At

Intended to accompany a series of six 15-minute color vide
programs, this teacher's guide contains suggestions for teac
high school students to achieve the series goals, which are
acquire accurate information about the elderly and the aging
process by debunking myths that currently surround this biol
psychological, and sociological change; (2) develop an aware
of, and sensitivity toward, the aged while stimulating stude
consider their own aging process; (3) promote positive ideas
feelings about the elderly and aging, replacing stereotypes
have brought about age prejudice and discriminatory practice
against the elderly; (4) encourage intergenerational communi
and activities by stressing interests common to both young a
and (5) sensitize students to the issues of aging by having
draw parallels with their own life experiences. Each lesson
includes a key issue, objectives, a synopsis, preparation,
follow-up, outside activities, and, for most lessons, studen
activity sheets. At the back of the guide is a factual summa
the topic of aging, entitled "Human Aging--An Introduction,"
Darrell Slover. There is also a list of additional resources
films, filmstrips, reference books, biographies, fiction, an
journals. A list of several agencies, with their addresses,
included with the Annotated Additional Resources located at
of the guide. (LH)

ED 260 707 IR 011 784

Chartrand: Congress More Computer Literate. Government Computer Ne Interview.

GCN Communications Corp., Silver Spring, MD.

PUB DATE- 5 Jul 85

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120

DESCRIPTORS- *Computer Literacy; *Computers; Developing Nations; Discussion; *Federal Government; Federal Programs; Federal Regulation; Interviews; *Technological Literacy; Technology; Telecommunications

IDENTIFIERS- *Congress

This excerpt from a newsletter presents an interview with Robert Lee Chartrand, senior specialist in information policy and technology for the Congressional Research Service of the Library o Congress, on issues related to information technology and the U.S. Congress. A brief biography of Mr. Chartrand presents his major professional experience, including 19 years as an advisor to the members and committees of Congress, and responsibility for maintaining a liaison with information systems oversight and development groups in the Senate, House, and other legislative branch elements. Mr. Chartrand responds to questions regarding: (1 the organization and functions of his office; (2) other existing avenues of advice for congressional members on technological issues; (3) the level of technological sophistication of the average member of Congress; (4) kinds of informal information organizations on the Hill; and (5) current issues of information technology being considered by Congress, such as technology in emergency management, technology in developing countries, computer crime, and financial support for increased technology in educatior The interview concludes with brief descriptions by Mr. Chartrand o three existing computing centers--HIS (House Information Systems), the Senate computer facility, and the Library of Congress--and the trends he sees toward creation of local area networks, use of facsimile transmission, and increased utilization of videotex systems. (JB)

ED 260 763 JC 850 47

Hutsell, Deborah C.
Pharmacology I, II, III (NS 111, NS 121, NS 211): Competency-Base
Course Syllabi.
Chattanooga State Technical Community Coll., TN. Nursing Div.
PUB DATE- 85
NOTE- 56p.; For other course syllabi in Chattanooga State Technic
Community College's Associate Degree Nursing Curriculum, see JC
477-484.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Course Content; Course Descripti
*Course Objectives; *Drug Use; *Nursing; *Nursing Education;
*Pharmacology; Two Year Colleges

Course syllabi are provided for the pharmacology course sequenc the associate degree nursing program at Chattanooga State Technic Community College. Pharmacology I introduces students to basic information related to pharmaceutical preparation, presenting standards and legislation pertaining to the administration of medication. Pharmacology II introduces information related to preoperative, intraoperative, and postoperative medications administered to patients requiring surgical intervention. Pharmacology III considers major classifications of drugs. The syllabi for these courses present information on class, laborator and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; and evaluation criteria. The bulk c each syllabus presents the competencies students are to acquire i each unit. Appended material includes formulas for pharmaceutical calculations; an independent study project, information on common drugs, their trade and generic names, dosage, and use; a math practice quiz with answers; and information on drug efficacy. (EJ

ED 260 777 JC 850 49

Kassebaum, Peter
Social Stratification: A Modular Approach. Cultural Anthropology.
College of Marin, Kentfield, Calif.
PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; Community Colleges; Learning Activiti
Learning Modules; Religious Factors; *Social Characteristics;
Social Class; *Social Stratification; *Social Structure; *Socia
Theories; Two Year Colleges

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module introduces students to the basic concepts of social stratification, one of t more controversial areas of contemporary social theory. An overvi is provided of the explanations that have been put forth by socia philosophers for stratification. Traits influencing social stratification are discussed including population size, level of technology, and mode of economic adaptation. Religious arguments for social stratification are juxtaposed with Marx's theory of th dialectic of materialism. Marxist concepts of conflict analysis, bourgeoisie, petty bourgeoisie, proletariat, and lumpenproletaria are defined and discussed. Aspects of class conflict, models of social class, and influences on social mobility are also examine Finally, performance activities covering the module's content are presented. (EJV)

ED 260 792 PS 015 25

Kuschner, David
A Study of the Possibilities for Reversible Actions in Software f
Young Children.
PUB DATE- Jun 85
NOTE- 24p.; This study was partially funded by a faculty research
grant from the Office of Research and Program Development,
University of North Dakota.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; *Computer Software; Developmental
Stages; Early Childhood Education; *Educational Media;
*Instructional Materials; *Kindergarten Children; *Logic; Young
Children
IDENTIFIERS- *Reversibility (Psychology); Software Design; *Softw
Evaluation

A study was made of the extent and ways different types of educational software allow young children to manipulate their own actions and, more specifically, to engage in reversible activity. Part 1 of the study consisted of an analysis of the types of reversible actions two kindergarten children engaged in and the actions they wanted to engage in but could not because of the nature of the software program they used. Part 2 of the study consisted of an analysis of a number of software programs designe to be of educational value for children between the ages of 5 and years in which the basic activity is the construction or creation of pictures on the monitor screen. Programs analyzed were Grandma House, Kids at Work, Kidwriter, Pic.Builder, Rainbow Painter, Stickers, Story Maker, and StoryMaker. Analysis focused on the transformational activity related to the development of mental reversibility: negation; modifying of objects and their positions movements, and arrangements; and the placing of objects into relationships through combining, separating and rearranging parts and wholes. After a brief review of the Piagetian concept of reversibility, results are discussed. Concluding remarks focus on characteristics of optimal "constructive" educational software. (

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ED 260 875 RC 015 43

Lenz, Diane
Working With Cross-Cultural & English-as-Second-Language Populat
Employment of Paraprofessionals.
PUB DATE- Mar 85
NOTE- 9p.; Paper presented at the Annual National Rural Special
Education Conference (5th, Bellingham, WA, March 19-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; American Indian Reservat
American Indians; Community Programs; Cultural Influences;
*Delivery Systems; English (Second Language); Home Programs;
*Outreach Programs; *Paraprofessional Personnel; Preschool
Education; Program Descriptions; Program Implementation;
Rehabilitation Programs; *Reservation American Indians; *Rural
Areas; Rural Population; *Special Education
IDENTIFIERS- Arizona (North); *Early Intervention Programs; Ins
for Human Development AZ

The Paraprofessional Program of the Institute for Human Develo
has proven to be an effective means of providing early intervent
services in northern Arizona's sparsely populated, culturally diverse rural communities. The program model includes identification and comprehensive professional evaluation of your
handicapped children and hiring and training of indigenous paraprofessionals to provide service to children and their families. The program coordinator provides on-site supervision a
works with paraprofessionals on three phases of program development: (1) initiating a home-based service program; (2) developing local resources and establishing a preschool classroo
staffed by paraprofessionals; and (3) cooperating with local pub
schools interested in incorporating preschool programs for handicapped children. As of March, 1985, the Paraprofessional Program had five service centers--three on the White Mountain Apache and Navajo Reservations--and was developing two sites on
Hualapai Reservation. The paraprofessional staff of eight served
children from eight months to five years whose handicaps ranged
from moderate to severe. The annual program budget of $70,000 is
considered cost-efficient. By employing local paraprofessionals--familiar with the culture and politics of the
communities--the program is able to provide consistent services
a population not effectively served by much more costly, city-ba
programs. (JHZ)

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ED 260 905 SE 045 9

Carpenter, Thomas P.; And Others
The Representation of Basic Addition and Subtraction Word Probl
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC
PUB DATE- 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Americ
Educational Research Association (69th, Chicago, IL, March 31
4, 1985).
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Educational Research; Elementary Educat
*Elementary School Mathematics; Grade 1; Grade 2; *Mathematic
Instruction; *Problem Solving; Research Reports; *Subtraction
IDENTIFIERS- *Mathematics Education Research; *Word Problems
(Mathematics)

This study investigated children's representation of addition subtraction problems with canonical and noncanonical number sentences, to see whether children would directly represent the structure of a problem if both types of sentences were availabl Subjects were 22 first graders and 41 second graders randomly assigned either to a Canonical group or a Noncanonical group. E group received two 30-minute periods of instruction on writing solving number sentences and writing number sentences to repres word problems. The Noncanonical group was introduced to all six basic open sentence types, while the Canonical group was introd only to the one for addition and the one for subtraction in whi the unknown is to the right of the equals sign. Children were t given two 12-item tests, on one of which they were instructed t write a number sentence for the problem and to solve the proble on the second test, they only had to write a number sentence fo the problem. Results suggest that most first graders are limite direct symbolic representations of word problems. Both first an second graders can learn to write noncanonical number sentences use them to represent word problems. Implications for instructi are discussed. (MNS)

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ED 260 935 SE 045

Donovan, Edward P.
The Influence of the Eighth Grade Science Teacher's Gender, Cl
Laboratory Emphasis, Level of Understanding of Science and C
Interest on Eighth Grade Girls' Science and Engineering Car
Interests.
PUB DATE- Jun 82
NOTE- 229p.; Ph.D. Dissertation, Florida Institute of Technolo
a paper based on this dissertation, see SE 045 974.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
- Research/Technical (143)
DESCRIPTORS- Engineering; *Females; Grade 8; Junior High Schoo
*Role Models; *Science Careers; Science Education; Science
Instruction; *Science Interests; Science Teachers; *Seconda
School Science; Sex Differences; *Sex Role; Teacher Effecti
IDENTIFIERS- Science Education Research

This study sought to determine: (1) whether eighth-grade sc
teachers serve as sex role models and therefore enhance
eighth-grade students' science and engineering (SE) career
interests; and (2) if the SE career interests of eighth-grade
are related to the sex and selected teacher effectiveness
characteristics of their eighth-grade science teachers. Subje
were 30 eighth-grade science teachers (14 men and 16 women) a
1,937 eighth-grade students (945 boys and 922 girls) in Brevar
County, Florida. All students were given an author-developed c
interest survey at the beginning and near the end of the
eighth-grade school year. Two major conclusions were reached b
on analyses designed to test interaction of teacher and stude
on student SE career interest. The first conclusion is that a
role models, the eighth-grade science teachers were not found
enhance the SE career interests of their students. The second
conclusion is that eighth-grade girls' SE career interests we
influenced by the teacher's sex or effectiveness as measured b
such variables as observed classroom laboratory emphasis,
understanding of science, and career interest. The appendices
include the CIS and related materials as well as an observer'
teacher evaluation form. (JN)

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ED 260 963 SO 016

Warner, Deborah J.
Perfect in Her Place. Women at Work in Industrial America.
Smithsonian Institution, Washington, D.C.
PUB DATE- 81
NOTE- 26p.; This publication was prepared in conjunction with
exhibit at the National Museum of American History, Smithso
Institution. Lithograph reproductions may not reproduce cl
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essay
Historical Materials (060)
DESCRIPTORS- Colonial History (United States); Economic Deve
Economic Factors; Economic Opportunities; *Females; *Labor
Economics; *Labor Force; Sex Role; *United States History;
Studies; Working Class

The economic role of American women is traced from colonia
through the 19th century. In colonial America women shared th
economic responsibilities of family livelihood with their hu
and were engaged primarily in the production of food and clo
Early 19th century America saw a redefinition of the social
economic spheres of men and women. For white Americans, a
sentimentalizing of the home led to a decrease in women's ec
activity while black women continued to play a major role in
agricultural production. The necessity of competing with for
manufacturers led to the demand for cheap factory labor, whi
turn led to the employment of women in the latter half of th
century. This factory work typically provided a limited rang
jobs under poor working conditions. Like manufacturing, comm
and the entertainment industry also gave employment to women
late 1800's, while the beginning of the era of science at th
of the 1800's led to female employment in data processing.
Throughout the 1800's, several occupations were considered p
female, including health care and teaching. (LP)

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ED 260 977 SO 016

Clow, John E., Ed.
Consumer Economics (Secondary): Teaching Strategies. Master
Curriculum Guide in Economics.
Joint Council on Economic Education, New York, N.Y.
PUB DATE- 85
NOTE- 126p.; For other volumes in this series, see ED
218 186.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park
York NY 10016 (JCEE Checklist No. 338, $10.00; quantity
available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Cl
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Cycles; *Consumer Economics; Consumer
Education; Consumer Protection; Decision Making Skills;
Education; Government Role; Home Economics; Home Management;
Instructional Materials; Learning Activities; Marketing;
Education; Simulation

Designed to build up concepts presented in the Master Curriculum
Guide volume "A Framework for Teaching the Basic Concepts,"
collection of teacher guidelines and classroom lessons
how economic concepts and an economic way of thinking can be
incorporated into various units in consumer education
courses at the secondary level that contain units on consumer
education. Material is divided into four sections using
clusters of economic concepts that are important to consumer
economics. Each of the sections provides an overview that
teacher background. Section 1, "Decision-Making and the
contains lessons and strategies on profits, the two-career
household production, scarcity, choice, and trade-offs.
"Functioning of a Market," contains materials on
interdependence, market failures and access to information
decision-making, the consumer price index, and price
Section 3, "Effects of Government Action on Consumers,"
consumer protection. Section 4, "The Interrelationships among
Government, Business, and Consumer Decisions," contains a
on monetary control, corporate crisis, and increasing productivity.
Appendices list supplementary materials and sources of information.
(LP)

ED 260 598 FL 015 187

Cross Currents. Volume 12, No. 1, Fall/Winter 1985.
Language Inst. of Japan, Odawara.
PUB DATE 85
NOTE 126p.
LANGUAGE English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE Guides - Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS Book Reviews; Class Activities; *Classroom Techniques; Communicative Competence (Languages); *Cross Cultural Studies; *English (Second Language); Logical Thinking; Nonverbal Communication; Notional Functional Syllabi; Postsecondary Education; Pragmatics; *Second Language Instruction; Teaching Methods; Telephone Usage Instruction; Writing Instruction

The following articles are included in this number: "The Compatibility of the Natural Approach and the Communicative Approach," by [illegible] Ono; "Teaching Nonverbal Communication Patterns in the ESL Classroom," by K. L. Fitch; "Metacommunication in Community Language Learning," by P. G. La Forge; "Content in Conversation Courses: Women's Studies," by W. Pounds; "The Fully Notional Syllabus: A Sample Lesson," by E. Parish, A. Skeehan, and T. Sakamoto; "Whither the World's Spoken English?" by N. Weinstein; "Realistic Telephone Exercises," by L. Riesberg; "Practicing Adjective Clauses without Sentence Combination: Meaningful Communication in Mechanical Practice," by M. Sundvall; and "Using Logic in the Classroom," by A. Bushen. A review of a recent book is also included. (MSE)

ED 260 612 HE 018 562

Ohlsson, Rolf
The Expansion of the Education Sector in Sweden During the 20th Century.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

PUB DATE- 7 Mar 85
NOTE- 21p.
AVAILABLE FROM- National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- College Students; Demography; *Economic Factors; Education Work Relationship; *Engineering Education; *Enrollment Trends; *Foreign Countries; *Higher Education; School Business Relationship; Student Financial Aid; *Student Recruitment
IDENTIFIERS- *Sweden

Three investigations on quantitative changes in higher education in Sweden are described. In Anders Nilsson's dissertation, "Study Financing and Social Recruitment to Higher Education (1920-1976)," attention was focused on changes in college recruitment from 1920 until reforms in 1977; the effect of various college financing conditions on recruitment; and enrollment trends. Variations in enrollment of different social groups were considered, as measured by enrollment ratio from upper-secondary school (gymnasium) to higher education (universities). Lars Pettersson's dissertation, "Engineering Education and Capital Formation (1933-1973)," provides an historical explanation for the expansion in engineering education in Sweden against the background of the growth and transformation of the economy. Consideration was given to changes in the labor market for engineers that affected salaries and, thereby, the demand for engineering education. Rulf Ohlsson's study, "Higher Education and Demographic Change," analyzed the short- and long-term changes in the annual flow to higher education during 1923-1975. Enrollment ratios were constructed for different student groups (e.g., male students, female students, engineering students, foreign students). The variations in the flow to college were assessed using a human capital model. (SW)

ED 260 639 HE 018 628

Griffin, Virginia R.
Self-Directed Adult Learners and Learning. PANEL Resource Paper #13.
National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.
PUB DATE- 83
NOTE- 24p.; Based on an address presented at the Wisconsin Adult Educator Lyceum (Pewaukee, WI, July 15-16, 1977). For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Students; College Students; *Experiential Learning; Higher Education; *Independent Study; *Individualized Instruction; *Learning Experience; Nontraditional Education

Directions in self-directed learning for adults and perspectives for the future are discussed. The following five movements in self-directed learning are considered: the Knowles Group Learning Stream, the Tough Adult Learning Projects Stream, individualized programmed instruction, nontraditional institutional arrangements, and heuristic life experience learning. In addition, 10 visions for the future of self-directed learning are addressed: (1) plentiful options for self-aware learner choices; (2) opportunities to learn how to learn; (3) seeing and studying learning as a fluid process; (4) focusing on learning rather than teaching; (5) goal setting as a flow; (6) valuing of learners by educators; (7) congruence between values and techniques; (8) clarity and consistency of control; (9) interdependence, rather than independence, as a goal; and (10) developing in adult educators sensitivity and a sense of self-worth. One challenge for administrators and educational programmers is to provide a choice of self-directed learning opportunities for adults, and to encourage learners to evaluate their preference among different learning forms. Self-directed learners should trust their intuitions and own up to their strengths, desires, skills, and needs. (SW)

ED 260 694 IR 011 767

Loper, Ann Booker; And Others
Use of a Microcomputer-Based Simulation to Enrich Teacher Training
Virginia Univ., Charlottesville. School of Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 9p.
GRANT- G008440410
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Simulation; Curriculum Enrichment; Higher Education; Instructional Innovation; *Methods Courses; *Microcomputers; Models; *Teacher Education; Teacher Student Relationship; Teaching Methods; *Training Methods
IDENTIFIERS- Instructional Effectiveness

Designed to provide teacher-trainees with practice before enteri a real classroom, a microcomputer-based simulation of classroom interaction became a key component in the curriculum of two introductory methods courses offered at the University of Virginia. Twenty-two participants used IBM-PC equipment to complete two skil modules. Each module included a series of simulated lessons followed by a debriefing session during which individualized counseling on skill attainment was given. In the first module, trainees were encouraged to inform pupils whether their content-based answers to spelling questions were correct or not. Ir the second module, trainees were encouraged to adjust the pace of their questioning on the basis of whether they were introducing or reviewing content-related material. The instructional strategies could be determined by the teacher-trainee, and the interactions between the teacher and pupil (computer simulated) was in the form of spoken dialog. Instruction for the participants was based on a skill mastery approach to learning. The teacher-trainee response to classroom simulation was positive; 100% of participants reported enjoying the post-session debriefing and performance appraisal by a counselor. Future plans include continuation and expansion of simulation methods with opportunities given for participants to experience inappropriate classroom behavior in order to gain practice in effective management techniques. (JB)

ED 260 721 IR 051 222

Boll, John J.
Shelf Browsing, Open Access and Storage Capacity in Research Libraries. Occasional Papers Number 169.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Jun 85
NOTE- 37p.
AVAILABLE FROM- Graduate School of Library and Information Science Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($3.00 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Higher Education; History; *Libra Administration; *Library Facilities; *Library Materials; *Librar Planning; Library Services; *Library Technical Processes; Positi Papers; Research Libraries; Space Utilization; Technological Advancement
IDENTIFIERS- *Shelving Practices

Shelf browsing demands open access for the browser and a resource arrangement that groups related concepts together and thereby permits retrieving hitherto unknown items by association. Many resources, especially in large academic libraries, are technically open to the public but arranged in a way that prevents shelf browsing according to the definition given. A historical perspective shows how librarians have reacted to ever growing space pressures and includes discussions of electronic publishing and microforms as a space solution, selection criteria for storage, housing and arranging the relegated materials, and degrees of spee of public access. To support the statement that stored resources should be shelved compactly in sized rather than in classed, or shelf-browsable order, three points are developed: (1) an increasing proportion of academic library resources are already shelved in nonshelf-browsable order; (2) for more than a century academic library resources have been arranged according to a sliding scale of speed of public access; and (3) shelf browsing is an excellent retrieval device for a casual search but very unreliable for research purposes. Categories of materials that should remain in classed, shelf-browsable order are then listed. (Author/THC)

ED 260 749 JC 850 461

Technical Education Placement Report, Fiscal Year 1983: Report to
Chancellor.

Ohio State Board of Regents, Columbus. Office of Two-Year Campuses

PUB DATE- 12 Apr 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitativ
Data (110)
DESCRIPTORS- *College Graduates; Community Colleges; *Employment
Patterns; Job Placement; *Outcomes of Education; Program
Evaluation; Technical Education; Two Year Colleges; Vocational
Education; Vocational Followup
IDENTIFIERS- *Ohio

Because technical education represents a considerable expenditur of Ohio state resources, an annual survey is conducted to determin the employment status of technical school graduates. Every year each institution offering technical education programs is asked to report the total number of degrees awarded in each program offered the number of those graduates placed in jobs relating or not relating to their technical training, and the number of graduates reporting themselves as available for employment but unemployed. Statewide findings, based on an overall response rate of 89.4%, included the following: (1) 47 postsecondary institutions awarded 12,249 technical associate degrees in 1983, a 3.8% increase over 1982; (2) degrees in the business technologies accounted for slightly more than 40% of all degrees awarded; (3) 10.7% of the graduates were continuing their education, 13.3% were unavailable for employment, and 91.5% of those available for employment were working; and (4) Ohio's associate degree graduates experienced an unemployment rate only slightly more than half of the national rat for persons aged 20-24. Findings are provided for business, engineering/industry, health, agricultural/natural resources, and public service technolgoies, and problems with the performance of particular programs are identified. (EJV)

ED 260 808 PS 015 27

Sidman-Phillips, Leona
Gateway to Lessons: The Call to Lesson, Enabling and Disabling Functions.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the America Educational Research Association (69th, Chicago, IL, March 31- 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Observation Techniques; Classroom Research; *Classroom Techniques; Element Education; *Elementary School Students; *Elementary School Teachers; Ethnography; Qualitative Research; Small Group Instruction; Student Behavior; *Teacher Behavior; *Time Factor (Learning); Time on Task; Videotape Recordings
IDENTIFIERS- Coding; *Transition Activities (Classroom)

An ethnographic study was made of the portion of pre-lesson transition activity, the call to lesson time (CTL), devoted to "setting up" lessons in elementary classrooms. Participants were two teachers and 62 elementary school students in two classrooms: grade 1-3 open classroom and a traditional third grade classroom. Videotapes of 7.5 months of classroom activities provided a recor of 105 lessons. Qualitative analysis of the data used Mehan's method of analytic induction combined with Barnlund's theory of meaning. Measures coded included time spans, the cast of characters, and who said what to whom. These later data were ther coded for communication content, initiator and recipient of contact, and classroom "climate." In addition, data on lessons we coded for various time and time-on-task measures, and the development of the organizational system in each class was trace A small set of recursive rules incorporating all the data were derived, various quantitative tests were run on the data from CTL and lessons, and a statistical description of the classroom event emerged. An experimental intervention, undertaken to enrich the data, provided additional, strikingly dramatic data about the nature of the relationship of CTL to lesson. It is concluded that the little event called CTL has more complexity and power than traditional wisdom suggests. (RH)

ED 260 822 PS 015 29

Kose, Gary
Children's Representations of Spatial and Temporal Relations.
PUB DATE- Jun 85
NOTE- 16p.; Paper presented at the Annual Symposium of the Jean
Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Children; Freehand Drawing;
Photography; *Spatial Ability; *Time Perspective
IDENTIFIERS- Accuracy; Media Role; Referential Communication;
*Representational Competence; Symbolic Representation; *Tempora
Patterning

Studies of children's representation of spatial relationships a ability to respond to temporal relationships in photographs are reported. Participants in the study of spatial relationships were 90 children at 5, 8, and 11 years of age, who were asked to reproduce three types of depth relationship: enclosure, occlusion and perspective. Each child was assigned to either a drawing or a photographic condition. Results revealed that the particular type of spatial relationship had an effect on the children's ability t make accurate reproductions and that this effect varied in the drawing and photographic conditions. Data further indicated that children's representations of spatial relationships are closely tied to the particular media of representation. In the study of temporal relationships in photographs, participants were 96 children at 7 and 11 years of age, who responded to a series of eight photographs depicting a variety of subject matter. Recorded interviews were analyzed for changes in tense, the adverbials "before" and "after," and for any mention of past or future circumstances that could surround the photographs. All subjects made some reference to time during the interviews; however, they were most concerned with discussing the present situation and the appearance of the photos. Statements referring to temporal relationships were grouped in categories concerning actions, events, spatial transformations, or the photographic medium. The finding that types of responses varied among photographs suggests that concerns about time can become part of what is represented i static, atemporal symbols. Findings are interpreted in terms of Werner and Kaplan's (1963) approach to the problem of representation. (RH)

ED 260 890 SE 045

Suydam, Marilyn N.
Achievement in Mathematics Education. ERIC/SMEAC Mathematics
Education Digest No. 1.
**ERIC Clearinghouse for Science, Mathematics, and Environmental
Education, Columbus, Ohio.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, D
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio St
Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070
Reports - Research/Technical (143) Other/Miscellaneous (Not
Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Educational Assessment;
Educational Research; *Educational Trends; Elementary Second
Education; *Mathematics Achievement; *Mathematics Education;
Mathematics Instruction; National Competency Tests; *Testing
IDENTIFIERS- ERIC Digests; *Mathematics Education Research

Briefly summarized are results from a report on mathematics assessments in 32 states. The general trend in mathematics achievement is upward, since the mid-1970's in some states and early 1980's in others. Patterns are noted for addition, subtraction, multiplication, and division with whole numbers; fractions; decimals; numeration; geometry; and problem solving. Major implications are noted, particularly the point that stud
are scoring relatively well on items dealing with computation
whole numbers, but scores on concepts and problem solving are
as high. Topics on which scores were below the 50 percent leve
listed, with some comments on the five topics which occasioned
greatest difficulty. (MNS)

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ED 260 921 SE 045

Hungerford, Harold R.; Tomera, Audrey N.

Science Teaching Methods for the Elementary School: A Worktext

Southern Illinois Univ., Carbondale. Dept. of Curriculum, Inst and Media.

REPORT NO.- ISBN-0-87563-260-2
PUB DATE- 85
NOTE- 288p.; Several pages containing photographs may not repr well.
AVAILABLE FROM- Stipes Publishing Co., 10-12 Chester St., Cham IL 61820 ($12.80).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Clas Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Elementary School Science; *Environmental Educat Higher Education; Methods Courses; Preservice Teacher Educat *Process Education; *Science Course Improvement Projects; Sc Education; *Science Instruction; Science Programs; Scientifi Attitudes; Student Attitudes; *Teaching Methods

This methods book is divided into 13 parts. The first 12 par (each beginning with a list of performance objectives) focus o understanding the nature of science and technology; reasons fo teaching science to children; a short history of elementary sc methods in the United States; the products of science; the processes of science; scientific attitudes; modern science programs; science textbooks; preparing instructional materials incidental science experience (a casual or undesigned happenin related to science instruction in the classroom); understandin teaching environmental education in the elementary grades; and teaching science to children with special needs. The last part consists of a list in which traditional and modern science met are compared and a list of conditions necessary for an effecti elementary school science program. Assignments related to conc supplementary readings, writing and analyzing performance objectives, preparing for instruction, and textbook appraisal included in appendices. Lists of resource materials and inform on metric measurement are also included in other appendices. (

ED 260 626 HE 018 588

Report of the Progress Review Committee, Task Force on Mature Students, The University of Alberta.

Alberta Univ., Edmonton. The Senate.

PUB DATE- Apr 85

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Advising; *Adult Students; Advisory Committees; *Ancillary School Services; Basic Skills; *Change Strategies; College Admission; Evening Programs; *Financial Problems; Foreign Countries; Higher Education; Information Sources; Prior Learning; Remedial Programs; Residence Requirements; *School Orientation; School Registration; *Student Needs; Student Personnel Services; Study Facilities

IDENTIFIERS- *University of Alberta (Canada)

Responses by various University of Alberta offices to recommendations of the Senate Task Force on Mature Students are detailed. "Mature student" is used to refer to students 23 years old or older. Attention is directed to: support services (library, offices, bookstore); choice of courses in the evening; residency requirements; registration; credit by special assessment; study space; finances; skill improvement; upgrading and remediation; alternate routes of entry; clearance of matriculation deficiencies; admission to quota faculties; orientation and general information services; and counseling services for mature students. Significant strides were made in the area of orientation and general information services for mature students, and a half-time appointment of a mature student adviser was completed. Although library hours were slightly extended, financial constraints prevented Deans' offices being kept open during the noon hours and also made it impossible to provide additional study space in the evenings, and to offer more evening credit courses. A survey indicated that very few students were aware of the credit by special assessment. Also included in this report are a letter summarizing the work of the Progress Review Committee and a brief seminar paper on the mature student. (SW)

ED 260 653 HE 018 643

Trends in Tuition and Other Basic Student Charges, 1963-64 Through 1984-85 with Typical Student Costs, 1980-81 Through 1984-85. Repo Number 19-85.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jun 85
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Housing; Commuting Students; *Fees; Graduate Students; Higher Education; In State Students; On Campus Students Out of State Students; State Surveys; *State Universities; *Stude Costs; Trend Analysis; *Tuition; Undergraduate Students
IDENTIFIERS- *State University of New York

Data on tuition and other student costs for the State University New York (SUNY) are presented, along with a brief narrative summary. Other student charges include books and supplies, transportation, and personal items. Information is provided on in-state and out-of-state tuition charges for graduate and undergraduate students, 1980-1985; trends in student tuition by program level and other charges 1963-1985; student activity fees by type of facility (university centers, university colleges, health sciences centers, specialized colleges, agricultural technical colleges, state-operated institutions, community colleges, and all SUNY institutions); other required fees (health insurance, placement fee, and accident/health insurance); room and board charges/allowances; charges to residence hall students by type of institution; and other student costs by New York region and specific location for commuter students, students living in campus residence halls, and students living in noninstitutional housing. The data show that the average tuition increase over the past 15 years is about 17 percent per year for undergraduate in-state students, compared to 31 percent per year for out-of-state students. (SW)

ED 260 667 HE 018 662

Pittman-Munke, Peggy

Part Time Alternative Program, Graduate Social Work Education in Texas: Nibblers at the Feast of Learning.

PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; Academic Rank (Professional); Colle Admission; College Faculty; Comparative Analysis; Experiential Learning; *Extension Education; Grading; *Graduate Study; Higher Education; *Masters Degrees; Off Campus Facilities; *Part Time Students; Residence Requirements; School Schedules; *Social Work
IDENTIFIERS- *Texas

A study was made of the way part-time students are served by the four graduate schools of social work in Texas: University of Texas in Austin (UT), University of Texas at Arlington (UTA), University of Houston, and the Worden School of Social Service of Our Lady of the Lake University (OLLU). Each school offers at least one type of part-time program, but while the University of Houston has only the part-time, on-campus model, each of the other three schools has satellite model programs also. Both UT and UTA utilize other colleges as their off-campus instructional sites, and OLLU utilizes training facilities. The number of students admitted each year ranges from a low of about 15 students (OLLU) to a high of about 30 students at UT's off-site program. All three schools have the same admissions criteria for both programs. However, both OLLU and UTA require a period of residence on the main campus that ranges from 15 weeks at OLLU to 32 weeks for UTA students. The UT program is completely off-site, with no Austin residence requirements. Information was also obtained on: the academic rank of faculty involved in off-site, part-time master's of social work programs; academic advising for students; course sequencing by semester; field placements; and grading systems. (SW)

ED 260 681 HE 018 810

Ewell, Peter T.; Jones, Dennis P.
The Costs of Assessment.
SPONS. AGENCY- National Center for Higher Education Management Systems, Boulder, Colo.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 43p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *Cost Estimates Higher Education; Institutional Characteristics; Instructional Improvement; *Outcomes of Education; *Program Costs; *Program Development; Student Development; *Student Evaluation; Unit Costs
IDENTIFIERS- Involvement in Learning

The costs of assessment, which was identified as a condition for achieving excellence in undergraduate education by the Study Group on the Conditions of Excellence in American Higher Education, are addressed. Two questions considered deal with (1) the unit of analysis and (2) what to count. The unit of analysis can be the individual student, programs or curricula, or the institution as a whole. Cost calculations vary (direct, indirect, full, average, marginal, opportunity costs); it is most important to determine the level of regular investment the institution must make in addition to ongoing activities. It is assumed that an institution will adopt an explicit program for assessing instructional effectiveness, in which various efforts are coordinated and supported by a visible, staffed office. Some typical direct costs (instrument costs, administration costs, analysis costs, coordination costs) associated with establishing such a comprehensive program are derived. Constructed cost estimates are provided for four typical institutional types (small private liberal arts college, public major research university, regional comprehensive university, and community college). Each constructed cost estimate is anchored by actual data from institutional experience. Commonly used commercial instruments available for assessing student cognitive growth, reactions to college, and experiences after graduation are described in an appendix. (LB)

IR

ED 260 735 IR 051 241

Silvester, June P.; And Others
An Operational System for Subject Switching between Controlled Vocabularies: A Computational Linguistics Approach.
Planning Research Corp., McLean, Va.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
REPORT NO.- NASA-CR-3838
PUB DATE- Oct 84
NOTE- 105p.
CONTRACT- NASW-3330
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computational Linguistics; Information Science; *Information Systems; *Language Processing; Linguistic Theory; Program Descriptions; Programing Languages; *Scientific and Technical Information; Structural Analysis (Linguistics); *Subje
Index Terms; *Vocabulary Development

This report describes a new automated process that pioneers full-scale operational use of subject switching by the NASA (National Aeronautics and Space Administration) Scientific and Technical Information (STI) Facility. The subject switching proces routinely translates machine-readable subject terms from one controlled vocabulary into the equivalent terms of another controlled vocabulary using a system called the NASA Lexical Dictionary (NLD). This report also describes the NLD, discusses ho to build a lexical dictionary system, details the resources neede and explains how to maintain the system after it is built. A description of the NASA STI Facility's experiences with their firs input vocabulary, that of the Defense Technical Information Center (DTIC), is included. Following a preface and executive summary, this report is divided into seven sections: (1) introduction (purpose, significance, definition of the NASA Lexical Dictionary, scope of NLD, preliminary results, presentation, and project personnel); (2) system description; (3) history; (4) procedures fo building a lexical dictionary; (5) data file maintenance; (6) results and conclusions; and (7) summary. A glossary, two appendices, and references are included. (THC)

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ED 260 778 JC 850 49

Broadbent, William; And Others
Vocational Education Update: State Board for Vocational Educatio
**Hawaii Univ., Honolulu. Office of the State Director for Vocatio
Education.**
PUB DATE- Jun 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (
DESCRIPTORS- *Community Colleges; Federal Legislation; *Governan
Government Role; *High Schools; State Surveys; Statewide Plann
Two Year Colleges; *Vocational Education
IDENTIFIERS- *Hawaii

An overview is provided of the administration, operation, and outcomes of secondary and postsecondary vocational education in Hawaii. Introductory material discusses the Carl Perkins Vocatio Education Act of 1984 and provides an overview of vocational education governance. A description of the administration of vocational education delineates the roles of the State Council o Vocational Education, the Vocational Education Coordinating Advisory Council, the Department of Education, and the Universit of Hawaii's Community Colleges. The next sections offer brief descriptions of other agencies providing vocational training (i. the Office of Employment Training Administration, the Division o Vocational Rehabilitation, and the Job Corps) and of agencies providing services to vocational education (i.e., the Western Curriculum Coordinating Center, Hawaii State Occupational Information Coordinating Committee, and Career Kokua). Following listing of other federal legislation affecting vocational educat in the state, the achievements of traditional vocational educati programs in the state are highlighted, with focus on enrollment, placement, sex equity/stereotyping, professional personnel development, and involvement with the business community. The ne sections provide discussions of the beneficiaries of vocational education, Hawaii's transitional economy, and the issues facing vocational and technical education. Finally, future directions a discussed. A chart showing program availability is appended. (EJ

ED 260 834 PS 015 30

Brennan, Maurine
Selected Preschool Screening and Diagnostic Instruments: A Techni
  Review.
**Illinois State Board of Education, Springfield, Dept. of Plannin
  Research and Evaluation.**

PUB DATE- Jan 85
NOTE- 31p.; For other papers in this series, see PS 015 295-305.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
  Translations (170)
DESCRIPTORS- *Diagnostic Tests; *Educational Diagnosis; Maturity
  Tests; Preschool Education; Preschool Tests; *School Readiness
  Tests; Screening Tests; Self Concept Measures

This report, one of several prepared for a comprehensive polic study of early childhood education in Illinois, provides a technical review of the following twelve instruments for screenin assessing, and diagnosing young children's readiness for school: Brigance Diagnostic Inventory of Early Development; Brigance K & Screen for Kindergarten and First Grade; Denver Developmental Screening Test; Developmental Indicators for the Assessment of Learning; Gesell Institute School Readiness Materials; Joseph Preschool and Primary Self-Concept Screening Test; McCarthy Scale of Children's Abilities; McCarthy Screening Test; Metropolitan Readiness Test; Miller Assessment for Preschoolers; Peabody Pictu Vocabulary Test--Revised; and Portage Guide to Early Education, Revised Edition. For each of the instruments, information is presented about the age range of the children, the purpose of the instrument, content information, procedures for giving the test, standardization of the instrument, and measures of reliability ar validity. Strengths and limitations for each instrument and sour of further information are provided. (DST)

ED 260 849 PS 015 3

Buck, Ross
Emotion and Cognition: A Developmental-Interactionist Perspectiv
PUB DATE- Apr 85
NOTE- 32p.; Paper presented at the Biennial Meeting of the Socie
for Research in Child Development (Toronto, Ontario, Canada, A
25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (1
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; Cerebral Dominance; *Cognitive
Development; *Cognitive Structures; *Emotional Development;
Linguistics; *Motivation; Self Control; Theories
IDENTIFIERS- Personal Construct Theory; Rogers (Carl)

This paper discusses the interaction of cognition and physiolo
factors in emotion from the viewpoint of a developmental-interactionist theory of motivation and emotion. Emphasis is given to the role of cognition in the theory of emotion. The nature of cognition is discussed in terms of (1) th
"primacy" of emotion versus cognition; (2) knowledge by acquaintance versus knowledge by description; (3) cerebral lateralization and cognition; and (4) the interaction of syncret
and analytic cognition. The discussion explores the role of language in controlling behavior. Subsequent discussion differentiates self-as-acquaintance and self-as-description; interprets Rogers' self theory and Kelly's theory of personal constructs; and explores the implications of the foregoing for attribution theory. Distinctions are made between purposive and reactive attribution and self cognitions, body cognitions, and environmental cognitions. In conclusion, the relevance of the discussion of attribution theory and self theory to cognitive dissonance theory is suggested. (RH)

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ED 260 950 SO 016

Anderson, Sara F.
Wielding the Double-Edged Sword: Techniques for Teaching abou
Technology-Related Social Issues.
PUB DATE- Nov 84
NOTE- 27p.; Paper presented at the Annual Meeting of the Nati
Council for the Social Studies (64th, Washington, DC, Novem
15-19, 1984).
AVAILABLE FROM- Sara F. Anderson, 2815 Key Boulevard, Arlingt
(703 525-2139).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Higher Education; Instructio
Materials; Learning Activities; *Science Education; Second
Education; *Social Problems; *Social Studies; Teaching Meth
*Technological Advancement; Technological Literacy; Technol
IDENTIFIERS- *Science and Society

This document on technology-related social issues has two p
The first part is an essay which defines technological liter
considers the relationship between society, culture, and
technological innovations. In this essay the impact of
technological innovation on nine strands in the socio-cultur
system is examined. These strands are: science, engineering,
technology, societal goals and values, the economic system,
political system, the societal/family system, the educationa
system, and the religious system. From the perspective of thi
systems analysis, goals and objectives for developing technol
literacy in students are outlined, including: developing a h
view of society and culture, developing an understanding of
conflict as part of the necessary tension within a cultural
establishing competence in understanding technological chang
developing respect for the natural world. Following the essa
paper describing classroom activities designed to introduce
students to historical and current technological innovations
their impact on society. In several class periods, students
single historical or contemporary innovation, list the effec
this innovation on our culture, categorize those events as p
or unforeseen, indicate whether the effects were local, regi
national, or global, and divide the effects into positive an
negative. A chart is provided to help students analyze these
changes and their impact. (LP)

ED 260 599 FL 015 188

Rassias, John A., Ed.; [illegible], Raymond J., Ed.
The Ram's Horn, Volume 1, Numbers 1 and 2.
PUB DATE 82
NOTE 49p.; Proceedings of a Special Session at the Annual Meeting of the Modern Language Association (San Francisco, CA, December 1979).
AVAILABLE FROM Language Outreach and the Rassias Foundation, Dartmouth College, Hanover, NH 03755.
LANGUAGE English
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE Collected Works - Serials (022) -- Collected Works - Proceedings (021)
DESCRIPTORS Book Reviews; *Classroom Techniques; College Second Language Programs; Conference Proceedings; *Dramatics; Higher Education; *Intensive Language Courses; *Literature Appreciation; Program Descriptions; Secondary Education; *Second Language Instruction; *Spanish; Teaching Methods
IDENTIFIERS *Rassias Method

This combination Winter-Spring 1980-81 and 1982 number of the journal contains several papers which constitute the proceedings of a special session of the December 1979 Modern Language Association annual meeting as well as a separate article and a book review. The conference papers include "Some Ideas on the Use of Drama and Dramatic Technique in the Teaching of Foreign Languages and Literatures," by J. A. Rassias; "The Class as a Stage," by J. A. [illegible]; "The Oral Interpretation of Literature in the Spanish Language Classroom," by [illegible]; "Spanish Theatre at the University of Washington," by [illegible] Anderson; and "Drama and the Spanish Language Classroom: A Personal Chronicle," by R. A. [illegible]. The other article is "The Rassias Intensive Language Method Goes to High School," by [illegible], E. Mastenbroek, and P. Beck. The book review, by H. E. Altman, gives an account of Paul Simon's "The Tongue-Tied American: Confronting the Foreign Language Crisis" (1980).

ED 260 708 IR 011 785

Bartle, Rachel; Cook, Michael
Computer Applications in Archives: A Survey.
Liverpool Univ. (England).
SPONS. AGENCY- British Library Board, London (England).
REPORT NO.- BLRD-R-5749; ISBN-0-907156-01-0
PUB DATE- Jan 83
NOTE- 133p.; Some computer printouts in the appendices may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Archives; *Computer Oriented Programs; Foreign Countries; Management Information Systems; Questionnaires; *Reco (Forms); Standards; Surveys
IDENTIFIERS- *Records Management; *United Kingdom

A survey was conducted by the Liverpool University Archives in 1 to identify existing archives services outside the Public Record Office where automation has taken place or is about to take place, and to undertake a preliminary evaluation of the systems used or proposed. The objective of the study was to identify operational systems and those in the planning stages, conduct an evaluation of those systems, and make recommendations for future action. To obtain information: (1) a questionnaire was sent to archives services known to be active in the field; (2) operational systems were visited; and (3) personal interviews were conducted. Three areas were investigated--records management, archival management, and special applications. Findings show significant developments i records management with two new systems for circulation control; however, no general system or package suitable for immediate dissemination for archive management, and no significant systems for internal management systems and indexing tools were found. It is recommended that work in developing and disseminating a data standard should continue, and funds should be sought to carry out comparative test and evaluation of software packages. The appendices, which make up the major part of the report, contain brief descriptions of the systems identified, together with examples of input and output, and a list of archives services contacted. (JB)

ED 260 764 JC 850 47

Brady, Marilyn H.; Wells, Tanya G.
Introduction to Psychomotor Skills (NS 117): Competency-Based Cou
Syllabus.
Chattanooga State Technical Community Coll., TN. Nursing Div.
PUB DATE- 85
NOTE- 122p.; For other course syllabi in Chattanooga State Techni
Community College's Associate Degree Nursing Curriculum, see J
476-484.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classr
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Course Content; Course Descripti
*Course Objectives; Ethics; *Nursing; *Nursing Education; Olde
Adults; *Patients; *Psychomotor Skills; *Safety Education; Two
Colleges

"Introduction to Psychomotor Skills" (NS 117) is the first of
core courses in the associate degree nursing program at Chattanoo
State Technical Community College. The course was designed to hel
students develop competencies in psychomotor skills necessary to
assume the role of provider of direct patient care. The course
syllabus for NS 117 begins with information on class, laboratory,
and credit hours; prerequisites; textbooks; week-by-week course
content; course competencies; evaluation criteria; and curriculu
coding. The bulk of the syllabus presents objectives, textual
information, assignments, and questions keyed to the textbook fo
each of the seven course units. The units focus on: (1) the
evolution of the system of nursing; (2) introduction to nursing
philosophy and conceptual framework; (3) the decision-making
process; (4) adaptations associated with aging; (5) patient safet
(6) strategies for the promotion and maintenance or restoration
optimum patterns of elimination; and (7) ethical and legal aspec
of the nursing profession. The syllabus concludes with an
instrument for assessing clinical behaviors. (EJV)

ED 260 793 PS 015 256

Orr, Sally; Haskett, George
Parental Leave: Options for Working Parents. A Report of a Confer
Sponsored by the Association of Junior Leagues (March 1985).
Association of Junior Leagues, Inc., New York, NY.
PUB DATE- Mar 85
NOTE- 20p.
AVAILABLE FROM- Association of Junior Leagues, Inc., 825 Third
Avenue, New York, NY 10022 ($3.50; 10 or more copies, $3.00 eac
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Employed Women; Employee Attitudes; Employer Attitu
*Federal Legislation; *Fringe Benefits; Health Insurance;
Insurance; Legal Problems; *Public Policy; State Legislation;
Unions
IDENTIFIERS- *Maternity Benefits; *Parental Leave

This conference report addresses the issue of parental leave, particularly maternity leave at childbirth and parenting leaves f fathers and mothers after childbirth. Growing interest in this ar is attributed to the dramatic change over the past 10 years in th labor force behavior of women. Currently existing national and employer policies for maternity leaves and disability and sicknes insurance are reviewed, as well as laws in other countries and fi U.S. states. Conference participants adopted a policy statement involving a rationale and a proposed list of strategies for actin on children's issues after discussing potential solutions. Summaries of presentations are included for the following topics: "Medical/Psychiatric and Child Development Perspective," "Employees' Experiences," "Employer and Union Experiences," "Publ Provision of Benefits," "The Catalyst Study," "Legal Issues," and "Proposed Federal Legislation." A chart comparing the non-occupational disability laws of five states (California, Hawaii, New Jersey, New York, and Rhode Island) is also provided. (DST)

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ED 260 862 RC 015 40

Johnson, Frederic C.
Junior High Migrant Student Services: A Compendium.
State Univ. of New York, Oneonta. Coll. at Oneonta.
PUB DATE- May 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; Dropo
Research; Enrollment; High Risk Students; Junior High Schools;
*Junior High School Students; *Migrant Education; *Migrant You
Parent Attitudes; Questionnaires; *School Holding Power; Stude
Attitudes; Student Problems; Teacher Attitudes

Migrant student enrollment declines steadily in junior high sc as a result of low achievement, poor self-esteem, social isolati late enrollment/early withdrawal policies, and school attitude toward migrant students. Parents, educators, and 237 junior high school migrant students from Arizona, Michigan, New York, Wisconsin, Texas, and Florida were surveyed during 1984-85 to explore reasons for dropping out of school. Most frequently mentioned were inability to catch up, teacher negativism and apathy, and family financial dependence on migrant teenagers. Students who believed they would graduate listed a set of goals, willingness to study, and parental expectations and support as reasons for remaining in school. Those who did not expect to graduate listed as reasons the inevitability of falling behind, negative school factors, language and family problems, and substance abuse. Suggestions for improving school holding power included numerous social activities, employment opportunities, flexible scheduling, career awareness counseling, fostering of positive self-image, respect for cultural heritage, honest and sincere teachers, and emphasis on English language. Educators attending three migrant education workshops emphasized the importance of school-parent communication and parental involveme Existing school- and student-oriented programs to curb dropout behavior are summarized. Enrollment data, survey questionnaire, sample student transfer form are included. (LFL)

ED 260 876 RC 015 43

Barker, Bruce
Attitudes of Principals Concerning Curriculum Needs in Small Hig
Schools.
PUB DATE- 23 Sep 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Core Curriculum; Courses;
*Curriculum Evaluation; High Schools; National Surveys; *Needs
Assessment; Principals; Rural Education; *Rural Schools; Schoo
Size; *Secondary School Curriculum; *Small Schools

To determine the core curriculum and the specific curriculum n
of small high schools today, questionnaires were mailed to a sam
of 475 public high schools with enrollments of less than 500
students. Principals were asked to indicate which of 105 courses
listed on the questionnaire were in their school's curriculum an
to rate the need for courses not offered. Responses were receive
from 319 principals in 46 states for a return rate of 67.2 perce
Findings suggest that the core curriculum in most small high
schools would allow for the 4 years of English, 3 years each of
mathematics and science, and one-half year of computer literacy
recommended by the National Commission on Excellence in Educatio
The recommended 3 years of social studies might be difficult to
obtain, and the 2 years of foreign language recommended for coll
bound students would definitely be difficult to obtain in small
high schools. Principals indicated a need for courses in word
processing, data processing, computer programming, remedial
reading, speech, computer literacy, computer mathematics, first
and safety, geography, creative writing, and consumer economics.
special interest, foreign language, advanced placement, and
agriculture courses were not ranked among the most needed courses
(JHZ)

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ED 260 906 SE 045 9

Brandon, Paul R.; And Others

The Superiority of Girls Over Boys in Mathematics Achievement i
Hawaii.

PUB DATE- Apr 85

NOTE- 50p.; Paper presented at the Annual Meeting of the Americ
Educational Research Association (69th, Chicago, IL, March 31
4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information
Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Academic Achievement; Educational Research; *Ethni
Groups; Ethnicity; *High Achievement; Japanese Americans;
Literature Reviews; *Mathematics Achievement; *Sex Difference

IDENTIFIERS- *Hawaii; *Mathematics Education Research

The document first provides a review of recent literature on differences in mathematics achievement. From national and international studies, achievement trends across the grades, ho achievement varies according to the skills or knowledge assesse and the mathematical ability of high-ability students are each summarized. Then studies specific to Hawaii are considered. The second section considers the influence of sex roles on achievem peer-group influences, and cultural influences as reported in national and international studies and in studies conducted in Hawaii. Next, research and measurement issues are noted, follow by a report on a study of sex differences among four ethnic gro in Hawaii: Caucasians, Filipinos, Hawaiians, and Japanese. Data from mathematics subtests of the annual statewide administratio the Stanford Achievement Test from 1982-83 and 1983-84 for grad 4, 6, 8, and 10 are analyzed. Girls were found to have higher mathematics achievement levels than boys, with differences increasing as grade level increased. Sex differences varied by ethnic group, with Japanese-American students found to be particularly high achievers. Boys scored highest on tests of mathematics reasoning, while girls scored highest on computatio Eleven tables are included in the document, plus references. (M

ED 260 922 SE 045 9

Yancey, Anna Vance
Pupil Generated Diagrams as a Strategy for Solving Word Proble
Elementary Mathematics.
PUB DATE- Aug 81
NOTE- 123p.; Specialist in Education Degree Thesis, University
Louisville.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports -
Research/Technical (143)
DESCRIPTORS- *Diagrams; Educational Research; Elementary Educa
*Elementary School Mathematics; *Grade 4; *Mathematics Instr
*Problem Solving; Theses
IDENTIFIERS- *Mathematics Education Research; *Word Problems
(Mathematics)

Prior research on problem solving is discussed, followed by review of research on mental processes, intellectual developme information processing, mental images, and conceptual imagery. four intact fourth grade classes of 23 pupils each were assign a 2 x 2 factorial design. One factor was the type of instructi (Method A and Method B); the other factor consisted of two teachers. Method A classes received instruction in the pupil generation of diagrams to represent the inherent structure of mathematics word problems. Method B pupils were taught an ecle approach. After eight hours of differential instruction an anal of covariance, using five pretreatment measures as covariates, showed the Method A pupils to be superior in word problem skill less than .001) and attitudes toward mathematics (p less than . They demonstrated the same superiority six weeks after instruct The Method A pupils generating the greater number of correct diagrams on the posttest and retention test also performed significantly better on those tests. The efficacy of this new teaching strategy was demonstrated and its potential for diagno pupil mental processes was indicated. (Author/MNS)

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ED 260 936 SE 045

Bybee, Rodger W.
Human Ecology: A Perspective for Biology Education. Monograph
II.
National Association of Biology Teachers, Washington, D.C.
REPORT NO.- ISBN-0-941212-04-1
PUB DATE- 84
NOTE- 64p.
AVAILABLE FROM- National Association of Biology Teachers, 112
Bacon Dr. #19, Reston, VA 22090 ($10.00 members, $12.00
non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions
Guides/Methods/Techniques (For Practitioners) - General (05
DESCRIPTORS- *Biology; Curriculum Development; *Ecology;
*Environmental Education; Program Descriptions; *Science
Activities; Science Education; Science Instruction; *Scienc
Programs; Secondary Education; *Secondary School Science; S
Teaching Methods
IDENTIFIERS- *Human Ecology; Science Education Research

This monograph provides a framework for biology teachers wh
rethinking and redesigning their programs. The major focus is
the human ecology perspective in biology programs. The first
chapter attempts to define and clarify human ecology through
historical review. The second chapter provides support, based
survey of citizens (scientists, engineers, general public, an
students), for including human ecology in biology education.
Policies for programs and practices are outlined in the third
chapter. A conceptual framework for a human ecological perspe
in biology education is included. The framework provides (in
format) a list of topics with related concepts and teaching
examples. The fourth and fifth chapters are both the major po
and the most practical components of the monograph. An exclus
review of curriculum materials is provided in the fourth chap
These materials, from 16 publishers, include such programs as
Human Sciences Program," "Energy, Resources, and Environment,
"Health Activities Project (HAP)." Each curriculum review inc
the following: (1) program director/publisher; (2) program
objectives and a description; (3) methods of instruction; (4)
specific subjects, grade, age, and ability levels; (5) materi
offered; (6) program implementation; and (7) teacher preparat
The fifth chapter consists of seven teaching/learning activit
focusing on population growth, age structure of population, a
quality and automobiles, thermal pollution, vegetations and s
supply and demand of resources, and a tragedy of the commons
(communal pasture). Each activity includes background informa
objectives/concepts fostered, and recommended instructional
strategies. (JN)

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ED 260 964 SO 016

Goldwin, Robert A., Ed.; Schambra, William A., Ed.
How Democratic Is the Constitution?
American Enterprise Inst. for Public Policy Research, Washin
D.C.
REPORT NO.- ISBN-0-8447-3399-7
PUB DATE- 80
NOTE- 161p.; For related volumes, see SO 016 732-733. This s
part of a project, "A Decade of Study of the Constitution,
in part by a Bicentennial Challenge Grant from the Nationa
Endowment for the Humanities.
AVAILABLE FROM- American Enterprise Institute, 1150 17th St.
Washington, DC 20036 ($5.25 paper--ISBN-0-8447-3399-7; $12
cloth--ISBN-0-8447-3400-4).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essay
Information Analysis/State-of-the-Art Materials (070) Book
DESCRIPTORS- Civil Liberties; *Civil Rights; *Constitutional
*Constitutional Law; *Democracy; United States Government
IDENTIFIERS- *United States Constitution

Designed to help prepare the nation for a thoughtful obser
the Constitutional bicentennial, this publication contains s
essays on the topic of democracy and the Constitution. "Demo
and the Constitution" (Gordon S. Wood) looks at the popular
democratic rhetoric used to justify the federalist system in
late 1700's. "Decent, Even Though Democratic" (Ann Stuart Di
considers James Madison's definition of a democratic constit
"The Constitution as an Elitist Document" (Michael Parenti)
that the framers of the Constitution sought to contain democ
rather than give it free rein. "Does the Constitution 'Secur
Rights'?" (Walter Berns) looks at how democracy has changed
time in the United States and what further advances in democ
might be made. "Democracy and the Citizen: Community, Dignit
the Crisis of Contemporary Politics in America" (Wilson Care
McWilliams) argues that democracy requires community, civic
dignity, and religion and that, in certain respects, the
Constitution was more democratic in the past than it is toda
"Deliberative Democracy: The Majority Principle in Republica
Government" (Joseph M. Bessette) looks at the apparent
contradiction between majority rule and constraints on the
majority. "Conservatives, the Constitution, and the 'Spirit
Accommodation'" (Alfred F. Young) presents the view that the
Constitution was the work of accommodating conservatives who
drafted an essentially middle-of-the-road document that prod
different responses among contemporaries of a democratic ben

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ED 260 978

Kincade, Jeannine H.
A Preview of High School Level Economic Software.
PUB DATE- 3 Jun 85
NOTE- 42p.; Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations
- Undetermined (040)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware;
Development; Curriculum Evaluation; *Economics Education;
Educational Needs; High Schools; Instructional Material Eva
Instructional Materials; Material Development

The purpose of this study was to locate and evaluate
high-school-level economic software compatible with an Apple
IIe computer. To identify software, computer searches were
bibliographies were scanned, and reviews were collected. Only
software that was recommended by some outside source was
in the evaluation. The following seven programs are evaluated
this report: "Bargain"; "Investing for Your Future"; "Sell
Lemonade"; "Sell Robots"; and "South Dakota: An Economic and
Mathematics Simulation." For each program complete bibliogra
information is provided, the content is described, and the
strengths and weaknesses are discussed. Each program is also
critiqued for its educational, technical, and management
Compared to other subject areas in the high school curriculum
educational software for economics is one of the least devel
To help alleviate the economic software shortage, the Joint
on Economic Education is in the process of assembling
to plan a means of developing quality software that
(RM)

ED 260 613 HE 018 564

Gallin, Alice, Ed.
Beyond Basketball.
Association of Catholic Colleges and Universities, Washington, D.C.
PUB DATE- 85
NOTE- 42p.
AVAILABLE FROM- Association of Catholic Colleges and Universities, One Dupont Circle, Suite 650, Washington, DC 20036 ($5.00 each for 1-9 copies; $4.50 each for 10 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Catholic Schools; *Church Related Colleges; Church Role; College Attendance; College Environment; *College Students; Higher Education; *High School Students; *Religious Education; Student Characteristics; Trend Analysis

Influences and issues concerning Catholic higher education are considered in seven papers, five of which were presented at the 1985 annual meeting of the Association of Catholic Colleges and Universities. In "Partnership in a New Key," David J. O'Brien considers the new sectarianism in American Catholic higher education and an alternative to this position. Paul C. Reinert's article, "'To Turn the Tide' Revisited," considers the growth and improvement in Catholic colleges as well as difficult questions of viability and strength in the future. High school graduation and dropout rates, college attendance rates, and the age composition of college students are examined by Elaine El-Khawas in "Demographics of the Decade: A Closer Look." Additional demographic information is provided by Michael J. Guerra in "The Catholic High School Student: A National Portrait." In addition, Mary Daniel O'Keeffe describes a study completed on adult education programs in "The Catholic College as Locus for Adult Degree Programs." The authors of the following two articles suggest that the quality of environment in Catholic colleges and universities may be seen as "value added": "Are Catholic Colleges Still Catholic?" (William J. Parente); and "Address to the National Catholic Student Coalition" (Joseph Cardinal Bernardin). (SW)

ED 260 640 HE 018 629

Anderson, Jennifer; And Others
Research Agenda for Experiential Education in the 80's. PANEL Resource Paper #14.
National Society for Internships and Experiential Education, Raleigh NC. Peer Assistance Network in Experiential Learning.
PUB DATE- 84
NOTE- 33p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Development; College Students; Educational Policy; *Educational Research; *Experiential Learning; Postsecondary Education; Program Evaluation; Research Methodology; *Research Needs; Student Characteristics; Student Development

The current status of research on experiential learning (primarily at the postsecondary level) is discussed, based in part on responses from a seven-member panel. Methodological considerations and proposed research agendas are also covered. Current research on experiential learning, which focuses on program design and impacts on the learner, falls into three main categories: program evaluation, career development, and personal-life skills development. While program-centered evaluation studies have provided a foundation of practical and theoretical information, the repertoire of research methodologies needs to be expanded. The most prevalent approach to research in experiential programs has been self-report surveys. Efforts need to be made toward using standardized tests/measures and enlarging sample sizes. The consulting panel recommended other approaches, including use of experimental and control groups, comparative studies of experiential learning, case studies, and longitudinal studies. Attention is also directed to four agendas that concern research on: experiential education practices and program structures, curricular concerns, ethnographic and demographic characteristics, and educational and public policies. Specific inventories and questionnaires are also described. (SW)

ED 260 668 HE 018 663

Mishler, Carol; Moss, Frederick
Saturday Class Program at UWC-Waukesha County.
Wisconsin Univ., Green Bay. Assessment Center.
PUB DATE- May 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; College Students; Continuing Education Extension Education; Females; Higher Education; Institutional Research; *Nontraditional Students; Questionnaires; Reentry Students; School Schedules; State Universities; Student Attitudes; *Student Characteristics; *Weekend Programs
IDENTIFIERS- *University of Wisconsin Center Waukesha County

Preferences of students who take a Saturday class at the Universit of Wisconsin Center-Waukesha County were determined through a spring 1985 survey. Of the 185 Saturday students, 158 completed the survey. Findings include: the majority of the Saturday students are nontraditional-aged students, employed full time, and about two-thirds are women; Saturday students are a combination of continuing students, new students, and students who have stopped out for at least a semester; continuing students are carrying more credits with the expanded Saturday program, compared to their fall 1984 semester load; most Saturday students have plans for at least a bachelor's degree; these students are returning to campus during the week to take other courses in the daytime or evening, but few have enrolled in two Saturday classes; Saturday students preferred Saturday morning class times over other possibilities; most respondents intend to take another Saturday class; most want a greater variety of courses offered on Saturday; and the timetable mailer is the most effective method of informing students about the Saturday program. Based on the survey responses, 11 recommendations about the Saturday program are offered. The questionnaire is appended, along with student suggestions. (SW)

ED 260 695 IR 011 768

Olian, Judy; Schneier, Craig E.

Analysis of the Skills Used in Public Broadcasting's Key Jobs with Recommended Uses by Public Broadcasting Organizations.

Corporation for Public Broadcasting, Washington, D.C.

PUB DATE- May 85

NOTE- 34p.; Research conducted on behalf of Corporation for Public Broadcasting's Training Needs Assessment Project.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Broadcast Television; Interviews; *Job Analysis; *Job Skills; Needs Assessment; Professional Training; *Public Television; Questionnaires; *Skill Analysis; Staff Development; Surveys; Task Analysis

IDENTIFIERS- *Public Broadcasting

Designed to provide a listing of knowledge, skills, and abilities (collectively known as KSAs) that could be used by public broadcasting stations for recruitment, selection, promotion, evaluation, training, and staff career development, this document addresses three key broadcasting personnel areas. These areas are programming/production, engineering/operations, and promotion/development. Individuals in the selected key positions completed interviews and questionnaires to supply information about tasks performed. Their responses formed a listing of possible job tasks which was included in a final questionnaire sent to 500 public broadcasters. This survey gathered information on the frequency of performance of tasks, their difficulty, and whether or not they included a supervisory component. Also generated was a list of KSAs needed to perform each task. Nine tables list the crucial KSAs for the areas of: production; programming; technical and operations; promotion and development; and supervision tasks. Also included are lists of specific tasks that constitute each position, as well as brief information on how training needs assessment data may be used to develop or evaluate training, suggestions for conducting training programs and acquiring training resources, and other uses for training needs assessment data. (JB)

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82 ED 260 722 IR 051 223

Van Laar, Evert
The Status of Archives and Records Management Systems and Services
African Member States: A RAMP Study.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/3
PUB DATE- Jan 85
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; *Developing Nations; *Government Libraries; Information Storage; Library Equipment; *Library Facilities; *Library Services; National Programs; Records (Forms); Reports; Surveys
IDENTIFIERS- *Africa; *Records Management

A comprehensive questionnaire was sent to 49 African national archival agencies in April 1982 to survey the needs of African Member States for assistance in the development of archives. This study is based on the 27 (55%) questionnaires that were returned. The participating agencies were grouped into three categories: agencies located in Arab-speaking, Anglophone and Francophone countries. As the Arab-speaking category comprised only two participants, only the Anglophone and Francophone groups are discussed and compared in this report. Following an introduction, the survey results are grouped under six major headings: legislation and regulations, personnel, buildings, storage facilities and equipment, holdings, and operations and services. Individual conclusions and recommendations are then drawn for each of the subject areas. A tabulation of individual participants' responses conclude the report. A list of participants and a copy of the survey instrument are appended. (THC)

ED 260 736 IR 051 243

Young, William F.
Reference Service Policy Statement.
State Univ. of New York, Albany. Univ. Libraries.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Guidelines; Higher Education; *Library Planning; *Library Services; Position Papers; *Referenc Materials; *Reference Services; Research Libraries
IDENTIFIERS- *State University of New York Albany

This reference service policy manual provides general guidelines encourage reference service of the highest possible quality and to insure uniform practice. The policy refers only to reference service in the University Libraries and is intended for use in conjunction with other policies and procedures issued by the Reference Services Division. The policy includes sections on: goal of reference service; the reference collection (Ready Reference, "reserve" reference materials, and circulation of reference materials); services provided at the reference desk; level and quality of reference service; ethics of reference service; service priorities; and other responsibilities of reference librarians. (T

ED 260 750 JC 850 462

Schoolland, Lucile B.
College in Paradise! (Paradise Valley Shopping Mall).
PUB DATE- 18 Jul 84
NOTE- 10p.; Paper presented to the Paradise Valley Mall Advisory
Committee (Phoenix, AZ, August, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Cooperative Programs; *Extension
Education; *Noncampus Colleges; *Outreach Programs; Program
Descriptions; Public Relations; Two Year Colleges
IDENTIFIERS- *Rio Salado Community College AZ; Shopping Centers

Rio Salado Community College (RSCC), a non-campus college withi the Maricopa Community College District, offers hundreds of day, late afternoon, and evening classes at locations throughout the county. The Paradise Valley community had always participated heavily in the evening classes offered by RSCC at local high schools. In fall 1982, an effort was initiated by RSCC personnel find a location within the community for day classes and more student services. The answer to this search came through a proposa from Westcor (a shopping mall developer) that the mezzanine of th new Paradise Valley Mall be used by the community college. Community response was enthusiastic. A formal advisory committee for the center was formed to serve as a sounding board as courses, programs, schedules, services, and proposals for publicizing the center were explored. A Subcommittee on Publicity Endeavors (SCOP was created to help direct the public relations effort from a business viewpoint. The total effort of the community advisory committee and RSCC personnel helped start the fall 1983 semester with 1,424 students, increasing to 1,758 by spring. During the first two semesters of operations, 150 classes, focusing primaril on the general studies requirements for the districts associate degree programs, were offered at times ranging from early morning to late evenings and weekends. During the second year, much more effort is going into the development of student services. The Paradise Valley Mall Center has been so successful that another center is planned for the Westridge Mall in the southwest part of the Metropolitan Phoenix Area. (AYC)

ED 260 809 PS 015 27

Gillingham, Mark G.
Microcomputers, LOGO, and Young Children: Building a Powerful Environment.
PUB DATE- Nov 83
NOTE- 39p.; Paper presented at the Annual Conference of the Natio Association for the Education of Young Children (Atlanta, GA, November 3-6, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12 Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; Early Childho Education; *Learning Experience; *Microcomputers; *Perception; Social Behavior; Teacher Role; *Young Children
IDENTIFIERS- *LOGO Programing Language

Assuming that computers will be part of programs for young children, this paper initially describes skills children exhibit play at computers, provides a scenario of a child's first encount with a computer, and offers a rationale for including computers i young children's programs. Subsequent material describes the LOGO computer language, supplemented with printouts of computer comman and graphic outputs. A rationale for the use of LOGO by young children and their teachers is provided, and ways LOGO facilitate the development of cognitive and perceptual skills are described. Concluding brief remarks offer suggestions to teachers about beginning their involvement with computers. (RH)

ED 260 823 PS 015 29

Girotto, Vittorio; Di Stefano, Gabriele

Social and Functional Marking in Spatial Transformation Task (Marquage Social et Marquage Fonctionnel dans un'epreuve de Transformation Spatiale).

PUB DATE- Jul 85

NOTE- 11p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (

Tours, France, July 7-10, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Elementary School Students;

Foreign Countries; Grade 1; *Kindergarten Children; *Performanc

Factors; Primary Education; *Spatial Ability

IDENTIFIERS- Functional Marking; Italy; *Social Marking; Spatial

Tests; *Spatial Transformation Task

Non-conserver children have been shown to progress in a spatial
transformation task if the material is socially marked, i.e., whe
there is a correspondence between the cognitive relations and som
social relation (Doise and Mugny, 1981). The present experiment w
designed to assess the efficacy of social marking when the social
necessity of conserving relationships is not directly expressed i
the material. Also studied was the issue of whether the functiona
marking of display produces the effects associated with social
marking. A total of 280 kindergarten and first grade children wer
pretested in a task that required a complex transformation to
preserve the relation between elements in a spatial array. Then,
non-conserver subjects were assigned to one of four conditions: (
social marking of material; (2) social marking without any
expressed social relation; (3) functional marking; and (4) contro
condition. In the test phase, the two socially marked conditions
yielded performances superior to those in the others, with
performance in the functionally marked condition superior to that
in the control condition. In the post-test phase, significant
progress was observed in both of the socially marked conditions,
while only marginal progress was found for the other conditions.
(Author/RH)

ED 260 835 PS 015 3

Whaley, Margaret
The Status of Kindergarten: A Survey of the States.
Illinois State Board of Education, Springfield, Dept. of Planni
Research and Evaluation.
PUB DATE- Jan 85
NOTE- 24p.; For other papers in this series, see PS 015 295-305
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *Age Grade Placement; Class Si
Comparative Analysis; Compulsory Education; *Kindergarten;
*National Surveys; Primary Education; *School Attendance
Legislation; *School Entrance Age; School Readiness Tests;
Screening Tests; *State Legislation; State Standards

The purpose of this report, one of several prepared for a comprehnsive study of early childhood education in Illinois, was collect, compile, and analyze specific data concerning early childhood education policy and practices from all fifty states. Each state was queried regarding the following: (1) compulsory attendance age, (2) mandated age/cut-off date for entry into kindergarten, (3) local district criteria for entry into kindergarten (particularly where statutes permit local discretio (4) screening/testing requirements, (5) mandated and/or recommen class size for kindergarten through third grade, (6) problems associated with entry age and screening, (7) competencies/testi requirements associated with promotion to first grade, and (8) recent or proposed legislation for changing kindergarten polici Descriptions of each state's kindergarten requirements are provided. Problems associated with early childhood education and the resulting recent changes in kindergarten policies are indicated. Charts and graphs in the appendices show survey information for all fifty states, detailing each state's mandate and policies. (DST)

ED 260 850 PS 015 3

Fu, Victoria R.; And Others
Social Competence from the Attachment Perspective: A Model.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (
DESCRIPTORS- Adults; *Age Differences; *Attachment Behavior; Children; Exploratory Behavior; Infants; *Interpersonal Compe Models; *Perspective Taking; *Problem Solving; *Self Control; Social Cognition
IDENTIFIERS- Developmental Patterns; Frustration; Turn Taking

A developmental interactionist model for promoting social competence is proposed. It is argued that personal and social resources present in infancy are expanded, refined, and hierarchically reorganized continuously throughout the life-sp a function of development and experience. Social competence is as the result of integrating and organizing four component part social effectance, personal control, social perspective taking, social-cognitive problem-solving. The securely attached young c and the socially effectant adult are autonomous and adaptive individuals, able to use age-appropriate social support for developing, maintaining, and refining social competence. Individuals with a sense of personal control and self-efficacy better able to tolerate stress and frustrations. Turn-taking ar patterning, as exhibited in the reciprocal and synchronic interactions between an infant and caregiver, are the beginning perspective taking and empathy, crucial elements of effective communication and competence in social situations. Perspective taking, through organized use of affective and cognitive resour is highly adaptive. Secure attachment relationships promote exploration in novel situations, exploration promotes later problem-solving skills, and problem-solving is inherent to effective adaptation to the stresses and demands of life. These underlying factors (social effectance, personal control, perspective taking, and problem-solving) operate interactively are mutually supportive. (RH)

ED 260 891 SE 045 9

Suydam, Marilyn N.
The Role of Review in Mathematics Instruction. ERIC/SMEAC Mathe
Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental
Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio S
Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ER
Information Analysis Products (071) Other/Miscellaneous (Not
Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; *Literature Revie
*Mathematics Education; *Mathematics Instruction; Research Re
*Review (Reexamination); *Teaching Methods
IDENTIFIERS- ERIC Digests; *Mathematics Education Research

The role of review in mathematics instruction is briefly summ
in terms of reasons, timing, and types. Promoting retention is
primary reason for reviewing; continuity, assimilation, diagnos
learning prerequisites, and confidence are also noted. Research
clearly indicates that review should be systematically planned
incorporated into the instructional program at regular interval
Among the types of review discussed (with some specific example
are outlining, questioning, testing, group size, homework conte
difficulty level, and games. Nine references are included. (MNS

Task Force on Ethics, The University of Alberta.
Alberta Univ., Edmonton. The Senate.
PUB DATE- Apr 85
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advisory Committees; Change Strategies; Codes of Ethics; College Faculty; College Governing Councils; College Instruction; *College Role; College Students; Departments; *Ethical Instruction; Foreign Countries; Higher Education; Institutional Research; *Moral Values; *Needs Assessment; Professional Associations; Professional Personnel; Questionnaires; Student Attitudes; Teacher Attitudes; *Values Education
IDENTIFIERS- *University of Alberta (Canada)

The opinions of students, faculty, and professional associations concerning the role of the University of Alberta in the development of ethical standards were examined by a Senate Task Force on Ethics. One objective was to raise awareness about ethical issues related to teaching, research, community service, and other activities. Reasons for a renewed interest in moral education include: national and international issues such as poverty and the arms race that raise value questions, the recognition that scientific progress has outpaced ethical and social considerations, and the failure of schools to adequately deal with either religion or values education. In addition to reviewing ethical guidelines and the teaching of ethics at the University of Alberta, 106 faculty from 52 departments were surveyed about how ethics and values issues were addressed in their departments and what approaches were needed. The survey of 17 associations covered trends in complaints to the agencies about ethical matters, professional standards of conduct and courses on these standards offered by the association, and whether colleges should teach ethics. Finally, views of 1,025 students were obtained about academic honesty and ethics in the university and the professions. Included are eight recommendations and the student questionnaire. (SW)

ED 260 654 HE 018 645

Statistical Summary of Missouri Public Higher Education.
Missouri State Coordinating Board for Higher Education, Jefferson City.

PUB DATE- Jun 85
NOTE- 146p.; Portions printed on colored paper. Institutional profil contains small print.
AVAILABLE FROM- Coordinating Board for Higher Education, 101 Adams Street, Jefferson City, MO 65101.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *College Faculty; *College Programs; College Students; *Educational Finance; *Enrollment Trends; Expenditures; Fees; Financial Support; Higher Education; In State Students; Institutional Characteristics; Out of State Students; State Aid; State Colleges; *Student Characteristics; Teacher Salaries; Tuition; Two Year Colleges
IDENTIFIERS- *Missouri; *Public Colleges

Information is presented on Missouri public higher education, including enrollment trends, educational finance, funding formulas, student characteristics, academic programs, and faculty and staff. In addition to summary instutional profiles, charts and graphs are provided on: enrollment for all public institutions, undergraduates, graduates, first professionals, and minorities, 1980-1985; age distribution of enrollment at all public institutions, fall 1984; geographic origin of undergraduates, fall 1984; and total degrees conferred by selected disciplines at four-year institutions, 1980-1984. Data are also provided on: in-state and out-of-state fees for institutions, 1981-1985; general revenue expenditures for four-year colleges; state aid payments to two-year colleges; sources of unrestricted revenue; gift and endowment revenue for two- and four-year institutions; library, education, and general expenditures; salary increases; fuel and utilities expenditures; funding for capital improvements; and faculty characteristics, tenure status, and salaries. A narrative section on funding formulas covers two- and four-year institutions for fiscal years 1985 and 1986, as well as objectives used to determine general revenue funding. (SW)

ED 260 765 JC 850 47

Brady, Marilyn H.; Wells, Tanya G.
Introduction to Cognitive and Affective Skills (NS 127): Competency-Based Course Syllabus.
Chattanooga State Technical Community Coll., TN. Nursing Div.
PUB DATE- 85
NOTE- 106p.; For other course syllabi in Chattanooga State Techn Community College's Associate Degree Nursing Curriculum, see J 476-484.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classr Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Affective Objectives; *Cognitive Objectives; Commu Colleges; Course Content; Course Descriptions; *Decision Makin Skills; *Nursing; *Nursing Education; Skill Development; Two Y Colleges

"Introduction to Cognitive and Affective Skills" (NS 127) is a associate degree nursing course offered at Chattanooga State Technical Community College to help students develop competencie in decision making, communication, teaching-learning, and management. The course syllabus for NS 127 begins with informati on class, laboratory, and credit hours; prerequisites; textbooks week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk of the syllabus presen objectives, textual information, assignments, and questions keye to the textbook for each of the five course units. The units foc on: (1) the analysis, planning, implementation, and evaluation phases of the decision-making process; (2) the care of patients acute care facilities; (3) the nursing role of communicator and therapeutic use of self; (4) the nursing role of patient teacher and (5) the care of patients with health deviations of the musculo-skeletal subsystem. An evaluation instrument for relevan clinical behaviors is included. (EJV)

ED 260 779 JC 850 50

Johnson, Bill; And Others

A Whole Family Approach to Teaching English as a Second Language. Final Report.

Des Moines Area Community Coll., Ankeny, Iowa.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines

PUB DATE- Sep 85

NOTE- 87p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1 Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Acculturation; Children; *Community Colleges; Cross Cultural Training; Curriculum Guides; *English (Second Language Limited English Speaking; Parent Child Relationship; Parents; *Refugees; *Second Language Instruction; Two Year Colleges

This final report provides descriptive and evaluative informati on a 2-year demonstration project conducted at Des Moines Area Community College, as well as the curriculum guides developed during the project to meet the English language and cultural adaptation needs of refugee adults and children using a family approach. Initial sections of the report provide historical background, a brief project overview, a summary of project outcomes, information on means of dissemination of the family approach concept, samples showing parent response to the program, and an overview of program administrative issues. The "Refugee Pre-School Curriculum Guide" for teachers is presented, which includes: (1) background information on pre-school second languag learning, cultural differences, pre-school child development, and implications for teaching; (2) information of the outcomes of pre-school attendance; (3) suggestions on teaching methods relate to fear, language arts, discipline, scheduling and routine, staffing, physical environment, and age and ability differences; (4) a three-level curriculum; (5) a list of books and games; and (6) references. Finally, the guide for teachers of adults is presented, which looks at the concept of teaching ESL in a whole-family setting; special considerations in teaching adult ES students and particularly Southeast Asian adults; factors related to the instruction of non-literate adults; and the affects of the presence of the pre-school in conjunction with adult classes. In addition, this guide provides a checklist of concerns; informatio on the experience of loss and post-traumatic stress disorder, whi are both common to political refugees; a chart of Westerners' preconceptions and stereotypes regarding Eastern culture. Operational plans for the adult and pre-school programs are included. (LAL)

ED 260 907 SE 045 9

Disinger, John F.; Fortner, Rosanne W.
Using Computers for Environmental Education. Information Bullet
3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC
PUB DATE- 84
NOTE- 9p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio St
Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.0
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERI
Information Analysis Products (071) Other/Miscellaneous (Not
Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy;
Computer Simulation; *Educational Technology; Elementary Seco
Education; Energy Education; *Environmental Education;
*Instructional Materials; *Microcomputers
IDENTIFIERS- *Environmental Education Research

This bulletin focuses on the role of computer-assisted instru
(CAI) in environmental education programs. The utility of this
approach in helping students learn in the cognitive, affective,
and/or psychomotor domains is examined and its effectiveness is
compared to other instructional devices and methods. Major topi
are organized and explained under 10 specific question headings
These are: (1) why computerized instruction?; (2) why computeri
simulation?; (3) why simulate?; (4) why time-sharing?; (5) what
materials became available?; (6) are energy-related CAI program
available?; (7) what are multi-user computer simulations?; (8)
are the impacts of microcomputers?; (9) have CAI materials
proliferated?; and (10) what does research say? An extensive
reference list is included (with ED numbers for documents in ER
(ML)

ED 260 951 SO 016

Cross, Theodore P.; Saxe, Leonard
The Day After: Report of a Survey of Effects of Viewing and B
about Nuclear War.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Amer
Psychological Association (92nd, Toronto, Ontario, Canada,
24-28, 1984). For related papers, see SO 016 399-400.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confer
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Majority Attitudes; *Mass Med
Effects; *Nuclear Warfare; Psychological Studies; *Psycholo
*Public Opinion; Research Needs; Social Attitudes; Televisi
Research
IDENTIFIERS- *Day After (The)

The psychological effects on viewers of the television film
Day After," designed to dramatize the possibility of nuclear
and its horrible consequences, were examined by this study.
Subjects were 435 residents of the Boston metropolitan area w
were randomly sampled from area telephone directories and
interviewed by telephone. It appears that "The Day After"
accomplished its implicit goals in terms of its effects on vi
awareness and emotions. Results showed that the film raised
viewers' estimate of the likelihood of nuclear war and lowere
their estimate of the likelihood of surviving one, stimulate
to think more about the issue of nuclear war, and moved them
more upset about nuclear war after watching the film. Psychol
need to research with more extensive designs the effect of
television films both on viewers' beliefs and reactions and c
their actions on issues. (RM)

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ED 260 979

Thorp, Kathlyn
Intergenerational Programs: A Resource for Community Renewal.
Wisconsin Positive Youth Development Initiative, Inc., [illegible]
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Jul 85
NOTE- 60p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Wisconsin Positive Youth Development [illegible]
Inc., 30 W. Mifflin St., Suite 808, Madison, [illegible]
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project [illegible]
Collected Works - General (020) Guides/Methods/Techniques [illegible]
Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Programs; *Age Differences; *Age Groups; [illegible]
*Community Programs; *Community Resources; Cooperative [illegible]
Program Descriptions; *Program Development; Program Guides [illegible]
IDENTIFIERS- *Intergenerational Programs

A four-part publication places intergenerational programming [illegible] larger context of community renewal and well-being. Part I, [illegible] Basics: What, Who, and Why," contains two articles. The first [illegible] Kathlyn Thorp, defines intergenerational activities and [illegible] organizations which should be involved in such activities [illegible] possible benefits, while the second article, by [illegible] considers the issue of well-being from an intergenerational [illegible] perspective. Part II examines issues and research through the following articles: "Five Questions to Test Your Intergenerational Idea" (Tom Bird); "Intergenerational Programs: [illegible] (James P. Firman and Anita Stowell); "Community [illegible] Intergenerational Programming: A Model for Community [illegible] Development" (Catherine Ventura-Merkel); "Do You Want [illegible] Something" (Sallie Johnson); "Training for Intergenerational [illegible] Programs" (Sally Newman and Edgar Weinstein); "Systems Intervention: An Effective Approach to Intergenerational [illegible] Development" (Nancy Z. Henkin, Miriam [illegible] Tunick); and "Stages in Intergenerational [illegible] Thorp). Part III contains articles on program [illegible] Oklahoma, local government internship program, a [illegible] Minnesota, senior citizen food co-op, a [illegible] intergenerational theater troupe, a San Francisco [illegible] school volunteer program, the Madison, Wisconsin, program [illegible] (Students, Community, Older People, Parents [illegible] other ideas. Part IV contains resource lists. [illegible]

ED 260 600 FL 015 191

Educating the Minority Student: Classroom and Administrative Issues.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS AGENCY—National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
REPORT NO.—ISBN-0-89763-[illegible]
PUB DATE—84
NOTE—[illegible]
CONTRACT—400-80-0040
AVAILABLE FROM—National Clearinghouse for Bilingual Education, 1555 Wilson Blvd., Suite 605, Rosslyn, VA 22209.
LANGUAGE—English
EDRS PRICE—[illegible] Plus Postage.
PUB TYPE—Reports - Descriptive (Program/Project Descriptions) (141) -- Collected Works - General (020)
DESCRIPTORS—Administrative Policy; Alaska Natives; American Indians; *Bilingual Education; *Classroom Techniques; Disabilities; *English (Second Language); Federal Legislation; Language Proficiency; Language Tests; Limited English Speaking; Mathematics Instruction; *Minority Groups; *Program Administration; Reading Instruction; Refugees; Second Language Instruction; State Boards of Education

An overview of classroom and administrative issues related to the education of language minority students in the United States is presented in two sections. The section on classroom issues focuses on four topics: teaching methodologies for English as a second language, the features, titles, and sources of language proficiency assessment instruments, principles, techniques, and policies for improving mathematics skills in this group, and native and English language reading for language minority students. The section on administrative issues discusses: a recent evaluation study of the federal American Indian/Alaskan Native program; a transition program for refugee children; a study by several State Boards of Education to help States strengthen their capacity building for educational services to limited English speaking children; elements of effective counseling programs, and the Federal Education for All Handicapped [illegible]. Each subsection contains a list of references, and a list of resource organizations is appended. (MSE)

ED 260 682 IR 011 753

Callison, Daniel; Haycock, Gloria
Teacher and Student Field Testing of Microcomputer Software: A Lilly Linkage Project for the Purpose of Evaluating Educational Microcomputer Programs for Use in Indiana Public Schools. Volume One.
Indiana Univ., Bloomington. School of Library and Information Science.; Northwestern Consolidated School District of Shelby County, Fairland, IN.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Aug 84
NOTE- 172p.; For volume two, see IR 011 754. Portions in small prin Some graphics may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computers; *Courseware; Data Collection; Elementary Schools; Elementary Secondary Education; *Evaluation Methods; *Field Tests; Instructional Materials; Participant Satisfaction; Worksheets
IDENTIFIERS- Indiana; *Software Evaluation; *Software Reviews

This report summarizes the activities of the first year of a 2-ye Lilly Endowment, Inc. sponsored project, which funded nine Indiana school corporations to select and field test current microcomputer software, and presents 53 critical software evaluations based on information gathered from teachers and students. Information provided by the report includes: (1) a statistical description of the field testing; (2) a summary of the evaluations; (3) a list of programs by general subject areas; (4) a list of programs by grade level; (5) a list of programs by hardware format used; (6) the evaluations (listed alphabetically by title); (7) recommendations of sources for computer software; (8) a sample agenda for a workshop on computer program utilization; and (9) a report on the need for centralized control of selection, evaluation, and acquisition of microcomputer software. Each software program evaluation lists the title, intended audience and curriculum, instruction method, hardware format, producer and/or distributor, stated program objectives, teacher evaluation, and student evaluation. Also included are sample microcomputer software evaluation forms for teachers and students. Summary notes on the evaluations indicate that most programs evaluated by the teachers received a "B" level, and very few were graded in the lowest levels of "D" or "F"; the most common student criticism was that the program was too easy. Statements and drawings from students' evaluation forms are used as illustrations throughout the report. (JB)

ED 260 709 IR 011 788

Rieck, Donald A.
Guidelines for Selection of Electronic Networking Software and Hardware.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Speeches, Conference Papers, "Papers Presented at..." (150
DESCRIPTORS- *Computers; *Computer Software; Guidelines; *Informat Networks; *Information Services; Information Sources; *Online Systems; Telecommunications
IDENTIFIERS- Electronic Mail

This article discusses the issues that confront network users an systems operators when they explore and adapt their professional communications activities to electronic communication. (Electronic networking here refers to the use of the telephone and the compute to facilitate communication between or among professional groups i a variety of locations.) Networking is categorized into several functioning levels or types: level one--single user(s) and "host" system; level two--multiuser or local area network system; and level three--multinetwork system. Each level is defined in terms o equipment and personnel needed, and limitations of each system are noted. This article is specifically concerned with guidelines for level one, although some questions and guidelines are given for th other levels. Six major areas of concern relative to electronic networks and their selection are listed and discussed in terms of level one users: (1) define systems usage; (2) define where technical support and service will come from; (3) define how much funding is available and/or how much can be justified; (4) describ how "user-friendly" and adaptable the system must be; (5) determin the technical, physical scope of the network; and (6) determine th kinds of software capabilities that will be needed. Four prioritie are listed for software needs: a communications package for hardware, a "starter kit" for some online network database, a software protocol and communications package for establishing one's own local network system, and specialized software to expand the local network. (JB)

ED 260 794 PS 015 257

Lembke, Barbara
The Dynamics of Learning Styles as a Viable Teaching Paradigm.
PUB DATE- Jun 85
NOTE- 76p.; Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Cognitive Style; Definitions; Early Childhood Education; *Educational Diagnosis; Elementary Secondary Education; Higher Education; Individual Differences; Literature Reviews; *Teachin Methods

A review was made of literature about individual differences in learning style. Four related topics were investigated: (1) learni style as the factor constituting individual differences among students; (2) the necessity of diagnosis to the learning style paradigm; (3) elements making up individual learning style differences; and (4) the relationship between academic achievemen and matching instruction to students' learning styles. Three principal points stood out in the review of the literature. First learning styles do exist. Second, learning styles are not difficu to identify and diagnose. Third, when students are taught through their preferred learning styles, academic achievement increases.

ED 260 810 PS 015 27

Beck, Steven; Collins, Lynn
Children's Sociometric Groups: Developmental and Stability Issue
PUB DATE- May 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Midweste
Psychological Association (Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students;
2; Grade 5; Individual Differences; Longitudinal Studies; *Pee
Relationship; *Research Methodology; Research Problems; Social
Development; *Sociometric Techniques
IDENTIFIERS- Developmental Patterns; *Sociometric Status; *Stabi
(Social Relationships)

The stability of sociometric measures and their use for classi
elementary-age children are discussed. This is an important topi
because of the assumption that childhood social maladjustment is
very stable and consistent phenomenon. Sociometric scores were
collected over a 7-month period in a study of potential
developmental differences between second and fifth grade childre
Of 231 children from a middle to middle-lower socioeconomic scho
district outside a large Midwestern city, 53 were classified as
popular children, 48 as rejected by peers, 20 as neglected by
peers, 27 as controversial, and 83 as average. Over the 7-month
period, sociometric groups were found to be consistent on the
average of 32 percent. Rejected children were the most consisten
group (52 percent), followed by popular children (43 percent),
neglected children (23.5 percent), sociometrically average child
(20.5 percent), and controversial children (18.5 percent). It is
concluded that classification based on only one data collection
be problematic for the assignment of children to sociometric gro
for research purposes, and especially so for the selection of
children for clinical intervention. (RH)

ED 260 863 RC 015 4

Johnson, Frederic C.
A Directory of Scholarships and Financial Assistance Programs Available to Migrant High School Graduates.
State Univ. of New York, Oneonta. Coll. at Oneonta.
PUB DATE- Jun 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Disadvantaged Youth; Hispanic Americans; Mexican Americans; Migrant Adult Education; *Migrant Youth; *Minority Groups; Postsecondary Education; *Scholarships; *Student Financial Ai *Student Loan Programs

Thirty-nine of the 97 financial assistance programs in this directory are awarded to disadvantaged, Mexican American, migra and minority postsecondary students. The other programs have mo general requirements. Eighty-three of the listed programs are privately funded; 14 are federally funded. Each listing consist the name of the assistance program and an address for further information. Eighty-two listings include eligibility requiremen and amounts of assistance available Listings are arranged alphabetically by program name within six areas: (1) disadvanta (2) federal; (3) Mexican American; (4) migrant; (5) minority an (6) miscellaneous. (LFL)

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ED 260 877

RC 015 4

Gillis, H. Lee
Adventure-Based Counseling Bibliography.
PUB DATE- 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adventure Education; Camping; *Counseling Techniq
*Experiential Learning; Games; Group Activities; Group Counse
*Group Dynamics; Individual Development; *Outdoor Activities;
Psychological Patterns; *Therapeutic Recreation
IDENTIFIERS- *Action Oriented Therapy; Outward Bound

Books, journal articles, and dissertations are included in th
bibliography of 47 references related to adventure-based
counseling. Titles refer to the therapeutic uses of various out
activities and include mention of wilderness camps, family camp
recreational and initiative games, wilderness solitude, canoein
wilderness survival, and Outward Bound. Topics include
interpersonal trust, stress, group cohesiveness, child developm
human relations, wellness, and group dynamics. Specific populat
in citation titles are camp counselors, families, adults, fifth
sixth grade students, women, small groups, couples, handicapped
individuals, and institutionalized children. Full citations are
arranged alphabetically by author without annotation. The major
of publication dates are from 1980-1983. (JHZ)

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ED 260 965 SO 016

Goldwin, Robert A., Ed.; Schambra, William A., Ed.
How Capitalistic Is the Constitution?
American Enterprise Inst. for Public Policy Research, Washing
D.C.
REPORT NO.- ISBN-0-8447-3478-0
PUB DATE- 82
NOTE- 182p.; For related volumes, see SO 016 731-733. This se
part of a project, "A Decade of Study of the Constitution,"
in part by a Bicentennial Challenge Grant from the National
Endowment for the Humanities.
AVAILABLE FROM- American Enterprise Institute, 1150 17th St.,
Washington, DC 20036 ($6.25, paper--ISBN-0-8447-3478-0; $14
cloth--ISBN-8447-3477-2).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (07
Opinions/Personal Viewpoints/Position Papers/Essays (120)
(010)
DESCRIPTORS- *Capitalism; *Constitutional History; *Constitut
Law; Democracy; *Economics; Economics Education; United St
Government (Course)
IDENTIFIERS- *United States Constitution

Second in a three-part series designed to help prepare the
for a thoughtful observance of the Constitutional bicentenni
this publication contains seven essays on the topic of capit
and the Constitution. "American Democracy and the Acquisitiv
Spirit" (Marc F. Plattner) supports the argument that the fr
of the Constitution established an essentially capitalistic
government. "Class Rule under the Constitution" (Edward S.
Greenberg) analyzes how the Constitution has adjusted to cha
circumstances and forms of capitalism. "The Constitution and
Hamiltonian Capitalism" (Forrest McDonald) argues that the
Constitution was not originally designed to establish capita
but that constitutional government and capitalism became
intertwined at the outset. "The Constitution, Capitalism, an
Need for Rationalized Regulation" (Walter Dean Burnham) looks
the nature of the link between the structure and functioning
American political regime and the corresponding economic stru
In "The Constitution and the Protection of Capitalism" (Berna
Siegan), it is argued that the current judicial policy fails
substantially secure material liberties and runs contrary to
original intent of the Constitution. "Capitalism or Democrac
(Robert Lekachman) examines the conflict between political ec
and economic opportunity. "The Constitution and the Spirit o
Commerce" (Stephen Miller) looks at the "Federalist Papers"
interpret contemporary politics. (LP)

ED 260 614 HE 018 565

Moore, Carol A.; And Others
Advising the Advisors: A Preventive Intervention Strategy.
PUB DATE- 85
NOTE- 14p.; Paper presented at the National Conference of the American College Personnel Association (Boston, MA, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; Career Choice; *Career Counseling; College Faculty; Decision Making; *Faculty Advisers; Higher Education; Inservice Education; Interprofessional Relationship; *Interviews; Majors (Students); Professional Development; *Referral; Skill Development; Staff Role; State Universities; Student Personnel Services; *Student Personnel Workers; Workshops
IDENTIFIERS- *Virginia Polytechnic Inst and State Univ

Workshops for academic advisers that were held by Virginia Polytechnic Institute and State University are described to assist staff in career planning, counseling, and student services. Developed by the University Counseling Services, the workshops series for faculty and invited academic advisers, was designed to: promote collaboration between student services staff and faculty, reduce the frustration and burnout reported by advisers in addressing student concerns for which they feel unprepared, increase the ease of referral by advisers to appropriate student service professionals, and reduce incidents of poor advising. Outlines are provided for two workshops: (1) advising, interviewing, and referral; and (2) choosing majors and careers. Additional contents are: 14 terms that clarify the nature of the adviser's role (e.g., information provider, confidant, sounding board); 6 questions that can help staff explore reasons for wanting to be an adviser; 17 topics that advisers identified for future workshops or support group meetings; and topics of 11 other training programs available to advisers. (SW)

ED 260 641 HE 018 630

Munce, John W.

Toward a Comprehensive Model of Clustering Skills. NSIEE Occasional Paper #1.

National Society for Internships and Experiential Education, Raleigh, NC.

PUB DATE- 82

NOTE- 42p.; For related documents, see HE 018 617-635.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Check Lists; *Cluster Grouping; College Students; *Competence; Evaluation Methods; *Experiential Learning; Higher Education; Internship Programs; *Models; Performance; *Skill Analysis; Skill Development

A skills model and clustering system are presented, based on the assumptions that the tasks of all work, including scholarship, require many similar skills that can be identified and clustered. Six levels of competency are addressed: possession, combination, application, quantity, quality, and mastery. These skills can be clustered into adaptive skills, functional skills, and task-specific skills. A common vocabulary of skills and competence can be useful to experiential educators in fitting students to opportunities, in conscious skill development, and in working with faculty. At the College of Charleston, students seeking an internship must write a brief statement to describe their experiences and goals. Internship descriptions are grouped by the same clustering scheme and emphasis is given to the dominant skills required. All potential interns can undertake a 2-hour skill identification workshop to analyze their past experience for dominant skills. In addition to selecting skills they wish to develop, they choose skill words to use in interviews and writing. Appendices include: a self-rating form for specific adaptive and functional skills, a worksheet for skill identification, and a checklist to aid listening for adaptive skills. (SW)

ED 260 696 IR 011 769

Burkholder, Jana N.
An Annotated Bibliography of the Literature Dealing with Teacher Training in the Uses of the Computer in Education.
PUB DATE- Apr 85
NOTE- 41p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Competence; *Computer Assisted Instruction; Computer Literacy; *Computers; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Professional Training; Teaching Methods
IDENTIFIERS- *Computer Uses in Education

The 32 citations in this annotated bibliography were identified b a review of the literature which addressed three questions: (1) is there a need for teacher training in the educational uses of computers? (9 citations); (2) what ideas and competencies should be considered when planning and implementing teacher training programs? (14 citations); and (3) what has been done to deal with this problem? (9 citations). The introduction includes a statement of the problem, purpose, organization, and limitations of the review of the literature which produced this bibliography, and a glossary of computer terms. A summary of the study which follows the citations presents these findings: (1) teachers themselves feel a need for increased training in the educational uses of computers, with current training more likely to occur in larger school districts; (2) lack of training and experience appear to be directly related to negative attitudes and lack of confidence towards computers; (3) effective preservice and inservice training programs seem to be successful in improving computer awareness and skills; and (4) competencies desirable for teachers to have include knowledge of hardware and software, experience with computer assisted and computer managed instruction, and the ability to evaluate computer software and the social and cultural implications of computer utilization. The study concludes with four recommendations for educational and government institutions to use in improving teacher training in computer use, a list of 13 competencies most frequently taught to teachers, a chart of the frequency of 15 competencies found to be necessary in teacher training programs, a list of 15 items that received a 66.7% or above acceptance rating as necessary in teacher training programs, and a bibliography. (JB)

ED 260 723 IR 051 224

on

Kincaid, J. Peter; And Others
Word Lists to Simplify Vocabulary of Technical Information. Final Report.
Naval Training Equipment Center, Orlando, Fla.
REPORT NO.- TAEG-TR-164
PUB DATE- Feb 85
NOTE- 176p.; For a report on the computer readability editing syste see ED 205 211.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Computer Oriented Programs; Editing; *Information Processing; *Instructional Materials; Material Development; Military Personnel; *Readability; *Scientific and Technical Information; Technical Education; *Word Lists

This report describes eight word lists developed for use as part the computer readability editing system (CRES), which was develope to serve as an author's aid in improving the ease of comprehending Navy technical manuals and training materials. The system has features which flag uncommon and misspelled words and long sentences, suggest simple replacements for difficult words and phrases, and calculate the readability grade level. This report briefly describes the development of the word lists and their intended use. Lists of references are followed by the appended word lists, which make up the major part of this document. The first list is a revision of the original CRES common word list (approximately 4,000 words), and the remaining lists are intended for use in the following technical fields: (1) general electronics; (2) propulsion engineering; (3) administration and clerical; (4) communications and navigation; (5) weapon systems control; (6) ships' mechanical and electrical; and (7) aircraft equipment. (THC)

ED 260 737 IR 051 244

The School Librarian's Workout Book. A Guide to Cooperating with Public Libraries; The Public Librarian's Workout Book. A Guide Cooperating with School Libraries.

Virginia State Library, Richmond.

PUB DATE- 84

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Childrens Literature; Elementary Secondary Education Guidelines; *Instructional Materials; Librarians; *Library Cooperation; Library Materials; Library Planning; Library Role; *Library Services; Program Descriptions; *Public Libraries; *Sc Libraries

IDENTIFIERS- *Resource Sharing; Virginia

This booklet, with a physical workout "get-in-shape" theme, is intended to stimulate cooperation between public and school libraries in providing services to elementary and secondary level students. The potential benefits of cooperation are cited, including sharing ideas and materials; reaching a wider audience b sharing publicity for activities; saving time and effort by sharin planning responsibilities; saving money by sharing expensive resources; creating a positive image of librarians working together; and increasing community awareness and perhaps translating that awareness into greater support at budget time. Following a brief discussion of benefits and possible hurdles, the workout book suggests 20 specific programs (10 for public librarians and 10 for school librarians) that have been successfully tested by the librarians who submitted them. These activities include: a survey of teen interests; a videotape to promote interest in a summer reading program; introducing parents and teachers to books suitable for reading aloud; a library tour t introduce a school library club to the organization and functions of a public library; an introduction for middle and junior high students to folktales and storytelling skills; and a public librar breakfast for school librarians and supervisors. (THC)

JC

ED 260 892 SE 045

Suydam, Marilyn N.
Achievement in Mathematics Education. Information Bulletin No.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D
PUB DATE- 84
NOTE- 9p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio S Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analy Products (071) Other/Miscellaneous (Not Classifiable Elsewhe (999)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Research; *Educational Trends; Elementary Second Education; Graphs; *Mathematics Achievement; *Mathematics Education; Mathematics Instruction; National Competency Test *Testing
IDENTIFIERS- *Mathematics Education Research

This bulletin reports some of the findings from an analysis assessments in mathematics that have been conducted in 32 stat Note is made of the variability in state reports, which make c comparisons implausible. Trends, however, could be observed. E state department was contacted for a copy of the most recent mathematics assessment results; reports from years ranging fro 1955 to 1984 were received from 32 states. The overall trend o increased achievement is first noted. Then achievement pattern presented, with graphs for addition, subtraction, multiplicati and division with whole numbers; fractions; decimals; numerati measurement; geometry; and problem solving. (MNS)

ED 260 923 SE 045 9

Bright, George W.; And Others
Learning and Mathematics Games. Journal for Research in Mathem
Education. Monograph Number 1.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0883-9530
PUB DATE- 85
NOTE- 198p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 19
Association Dr., Reston, VA 22091 ($7.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Educational Games; Educati
Research; Elementary Secondary Education; *Mathematics Educat
*Mathematics Instruction
IDENTIFIERS- *Mathematics Education Research; Monographs

This monograph presents research findings from a series of 11
studies conducted in grades 5 through 10 on the role of games i
learning mathematics. The first chapter considers "What is lear
from a game?" and includes two examples of mathematical
instructional games, with a definition of such games, cognitive
effects, game-related variables, and taxonomic level. The seco
chapter reviews previous research on the cognitive effects of
mathematics instructional games, with tables summarizing
information. Chapter 3 presents the research design and procedu
of the 11 studies conducted by the authors, which varied in
instructional and taxonomic levels in order to describe the
conditions under which cognitive effects can be expected. The
fourth chapter contains a synthesis of results and effects acr
all 11 studies. Finally, the fifth chapter presents discussion
conclusions, with sections on instructional level and taxonomic
level, interaction patterns, sex-related effects, and implicati
for teaching. A list of over 130 references is provided, and
appendices contain descriptions of individual studies and games
including materials and directions. (MNS)

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ED 260 937 SE 045

Science, Technology, and American Diplomacy 1985. Sixth Annual
Submitted to the Congress by the President Pursuant to Secti
503(b) of Title V of Public Law 95-426. Serial E.

Department of State, Washington, D.C.

SPONS. AGENCY- Congress of the U. S., Washington, D. C. House
Committee on Foreign Affairs.; Congress of the U.S., Washing
D.C. House Committee on Science and Technology.

PUB DATE- Jul 85

NOTE- 215p.; Document contains small print. Printed for the us
the Committee on Science and Technology and The Committee or
Foreign Affairs.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agriculture; Developing Nations; Energy; Enginee
*Federal Programs; Foreign Countries; *Foreign Policy; *Hea
Natural Resources; Oceanography; *Physical Environment; *Sc
Space Sciences; *Technology; Telecommunications; Transportat

The Reagan administration's annual report to the Congress on international activities in the fields of science and technolo (S&T) for fiscal year 1984 consists of three parts. The two chapters in part I (S&T in American diplomacy) examine S&T in American foreign policy and resources necessary for successful diplomacy. The two chapters in part II (comprehensive S&T prog discuss S&T in multilateral organizations and bilateral S&T programs. Part III (specialized S&T programs), which comprises bulk of the report, consists of 11 chapters dealing with: agriculture in international S&T cooperation; civil space prog energy; environment, natural resources, and population; health oceans and polar affairs; telecommunications; transportation; defense; S&T for development; and basic science and engineerin These chapters generally give details on the foreign S&T activ of relevant federal agencies, on activities mandated by variou treaty obligations, and, in some instances, on bilateral activities. An index which provides cross-references by countr region, and international organization is included. Also inclu in an appendix are Congressional Research Service comments (prepared by Genevieve J. Knezo) on the report. The report's organization and contents, funding, evaluation, S&T benefits, implications for foreign policy are briefly considered. (JN)

ED 260 628 HE 018 617

Kendall, Jane C.
A Guide to Environmental Internships: How Environmental Organizations Can Utilize Internships Effectively.
National Society for Internships and Experiential Education, Raleigh, NC.
SPONS. AGENCY- Babcock (Mary Reynolds) Foundation, Inc., Winston-Salem, N.C.
PUB DATE- 84
NOTE- 52p.; For related documents, see HE 018 618-635.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Students; *Conservation (Environment); *Environmental Education; Experiential Learning; Guidelines; Higher Education; Improvement Programs; *Internship Programs; Nonprofit Organizations; *Organizations (Groups); Professional Associations; *Program Development; School Community Relationship; Student Experience

Guidelines for environmental organizations who wish to establish student internships or use interns more effectively are presented, based on 1983-1984 interviews and surveys of environmental group representatives. While the focus is on internships for undergraduate and graduate students, environmental interns may be recent college graduates, high school students, or career changers. The internship is short-term (1 month to 1 year), part- or full-time, and is often part of a student's educational program. Interns can help environmental groups with: research, fund raising, newsletters, lobbying, public awareness and educational programs, membership development, and coordination of volunteers. Information is provided on: why students want internships with environmental groups, reasons schools support internships, identifying good intern projects, defining tasks before recruiting interns, locating and selecting qualified students, making arrangements such as learning agreements, considerations regarding compensation for interns, federal college work-study programs, award of academic credit, orientation, supervision, evaluation, establishing ongoing relationships with the schools and key individuals to contact, and assistance provided by the National Society for Internships and Experiential Education. (SW)

ED 260 655 HE 018 648

Age Group and Sex of Students, Fall 1984, State University of New York. Report No. 8-85.

State Univ. of New York, Albany. Office of Institutional Research an Analytical Studies.

PUB DATE- Jul 85

NOTE- 713p.

AVAILABLE FROM- State University of New York, Office of Institutiona Research, Albany, NY.

LANGUAGE- English

EDRS Price - MF04/PC29 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Age Groups; Annual Reports; *College Students; Community Colleges; *Enrollment Trends; Females; Full Time Students; Graduate Students; Higher Education; Males; Part Time Students; *Sex; State Colleges; *State Universities; Student Characteristics; Technical Institutes; Trend Analysis; Two Year Colleges; Undergraduate Students; Upper Division Colleges

IDENTIFIERS- *State University of New York

The 1984 SUNY annual report presents major statistical tables that array four student characteristics: age group, sex, level (undergraduate/graduate), and load (full- and part-time). Part 1 contains summary data for the entire system and each institution within the system. For each of the headcount tables, there is a corresponding table providing percent distribution arrays of the headcount data. Part 2 contains headcount and percentage arrays of students by age group for each institution and institution type. Tables are provided for undergraduates, graduates, and first-time students by load. Part 3 contains summarized historical trend data for all students from fall 1978 through fall 1984. In addition, trend data are grouped into section by level (undergraduate/graduate/first-time), and each level has both headcount and percentage distributions for total, full-time, and part-time students. Additionally, age and sex trend data are displayed by level and load indexed to fall 1978. Two age groups are used to profile this trend data: those under 24 and those age 25 and over. Finally, tables show change and percent of change in the age and sex trends by level and load from fall 1979. (SW)

ED 260 669 HE 018 665

Williams, Terry E.
Student-Institution Fit.
PUB DATE- 12 Jul 85
NOTE- 21p.; Paper presented at the Leadership for Enrollment Management Conference sponsored by the College Board and Loyola University of Chicago (Chicago, IL, July 12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College Environment; *College Students; Higher Education; *Institutional Characteristics; Intervention; Needs Assessment; *Self Evaluation (Groups); Student Adjustment; *Student Characteristics; *Student College Relationshi
IDENTIFIERS- Person Fit Measures; *Student Institution Fit

The concept of student-institution fit in higher education is clarified, and an approach that can be applied to different types of campuses is described. Also considered is the theoretical framework, including the concept of "person-environment interaction." Three sets of factors are important: student characteristics, institutional characteristics, and the effects of the interaction between the student and the institution. Student characteristics include personal attributes, needs, abilities, interests, and values, while institutional characteristics include physical, academic, social, and psychological attributes that affect the campus environment. To increase levels of fit between campus and student, enrollment managers need to define the campus environment and gather data as the basis for making changes when student-institution mismatches occur. An intervention model is described that allows the college to set goals based on intended outcomes for students, design programs and activities to help fulfill the goals, and measure how well the goals are being met. The model involves seven steps: valuing, goal setting, programming, fitting, mapping, observing, and recycling. Appended is a list of environmental assessment approaches, including the names of developers of the approaches. (SW)

ED 260 751 JC 850 46

Friedlander, Jack
Survey of Personnel Practices at Single-Campus Community College
Districts in California.
Napa Valley Coll., Napa, CA.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaire
Evaluation Instruments (160)
DESCRIPTORS- Collective Bargaining; *Community Colleges; *Employm
Practices; Personnel Policy; Professional Development;
Questionnaires; Salaries; Staff Development; State Surveys;
*Teacher Employment; Teacher Employment Benefits; Two Year Coll
IDENTIFIERS- *California

In May 1985, a survey was conducted by Napa Valley College (NVC determine the salary and personnel practices of the 48 single-campus community college districts in California and compa them with personnel practices at NVC. The survey focused on salar and benefit allocations in school budgets, estimated reserves or ending balance in 1984-85, administrative encouragement of staff participation in community-based activities, promotion of staff a career development, salary schedules and ranges, collective bargaining, and employer-employee relations. Study findings, base on a 56% response rate, included the following: (1) NVC allocated higher percentage of its 1984-85 budget to salaries and benefits (79%) than did the other colleges in the sample (74%); (2) 58% of the respondents made a concerted effort to encourage administrato to participate in community-based activities through means such a certificates of appreciation and features in college and communit publications; (3) 54% of the colleges, including NVC, had written policies for encouraging career development among faculty and staff; (4) 88% of the colleges used negotiations to determine salary increases for classified staff, 74% for faculty, and 14% f administrators; and (5) 51% used both in-house and outside negotiators in the last contract negotiations. The survey instrument is included. (EJV)

ED 260 824 PS 015 29

Girotto, Vittorio; Di Stefano, Gabriele
Social Marking and Socio-Cognitive Conflict in Spatial Transforma
Tasks.
PUB DATE- Sep 84
NOTE- 13p.; Paper presented at the British Psychological Society
Conference (Lancaster, England, September 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Elementary School Students; Foreign Countri
Grade 1; *Kindergarten Children; *Performance Factors; *Perspec
Taking; Primary Education; *Spatial Ability
IDENTIFIERS- Italy; *Social Marking; *Social Roles; Spatial Tasks
Spatial Transformation Task

These studies aim to determine whether a partner's social role
extent of incorrectness were factors capable of interfering with
the effects of social marking in spatial transformation tasks.
Social marking refers to a condition in which correspondence exis
between cognitive relations and some social relation. Experiment
assigned 68 non-conserving kindergarten children and first grade
students to two conditions with socially marked materials (model
schoolroom) and two with socially unmarked materials (model
village) crossed by two conditions with a systematically incorrec
adult and two with another nonconserving child. Pretesting requir
subjects to reconstruct a model village on a base oriented
differently from a standard model. In the experimental interactio
phase subjects were placed in an easy position from which tasks
with marked or unmarked materials would pose no cognitive problem
and were confronted by partners occupying a position made difficu
because, from their perspective, the orientation of the bases was
reversed. Posttesting placed individual subjects in the difficult
position and employed socially unmarked, model village materials.
In the interaction phase, groups using socially marked materials
produced more correct performances than groups using unmarked
materials, and in the posttest phase, groups using socially marke
materials progressed more than groups using unmarked materials.
Results of experiment 2 indicated that social marking produced le
progress when the adult's model is less perceptually incorrect. (

ED 260 836 PS 015 3

Zimlich, Norm; And Others
Preventing Sexual Abuse in Day Care Programs: National Program Inspection.
Department of Health and Human Services, Seattle, WA. Region 10.
PUB DATE- Jan 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Estimates; *Day Care; Early Childhood Educat
Federal Legislation; Identification; Intervention; National Programs; *Prevention; *Program Effectiveness; Psychological Characteristics; *Sexual Abuse; Young Children
IDENTIFIERS- *Criminal Records; Screening Procedures; *Screenin
Programs

In October 1984, a national program inspection on preventing c sexual abuse in day care programs was begun. Program inspections are short-term studies designed to provide qualitative informati and quantitative data for use by the Department of Health and Hu Services as an additional source of information. Participants in this study, from 49 states and the District of Columbia, include state child protective staff and social workers, state licensing officials, city and county licensing officials, state criminal identification system directors, physicians, sexual assault therapists, child psychologists, district attorneys, police investigators, other experts in the field of child sexual abuse, day care providers, parents of children in day care, and special interest organizations. Brief statements of major findings; recommendations for education, research, and screening; and cost implications are followed by a background discussion of child sexual abuse and additional discussions of (1) Public Law 98-473 and the FBI criminal record system; (2) current screening practi in the states; (3) the potential scope of screening; (4) the potential cost of screening; (5) the effectiveness of screening; (6) and education for prevention. (RH)

ED 260 851 PS 015 3

Kalekin-Fishman, Devorah
Performances and Accounts: Reflections on the Kindergarten Experience.
PUB DATE- Aug 84
NOTE- 49p.; Revised version of a paper presented at the Confere
Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confere
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Foreign Countri
Interviews; *Kindergarten Children; *Performance; *Personal
Narratives; Preschool Education; *Preschool Teachers; *Self C
IDENTIFIERS- *Israel

This paper discusses how kindergarten children and their teac
"perform" in kindergartens and how they "account" for their
actions. Reported are conclusions from a series of three studie
carried out in 15 Israeli kindergartens. Data for the first two
studies were collected in non-participant observations,
audio-recordings, and semi-structured interviews with teachers.
Analyses showed how, within the broader confines of teachers'
planned schedules, children exercised discretion over the sounc
they made, their movements, and uses of time and space. The way
which children collectively exercise discretion defined the
age-group as a social category and as a group with self-propell
interests different from those of the socializing adults. The t
study included interviews with kindergarten teachers and childr
to elicit accounts of their experiences. Teachers' accounts
reflected their educational intentions. Children's accounts sho
them to be (1) cognizant of the teachers' schedules; (2) intere
in and able to talk about the activities that they themselves
initiated; and (3) aware of being part of a group that has a pl
in the kindergarten environment. It is suggested that the
discrepancies between the accounts of chldren and adults are be
explained as a latent consequence of how performances are
structured in kindergartens. (Author/RH)

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ED 260 864 RC 015 4

Sanchez, James Joseph, Comp.; Romero, Patricia, Comp.
Mass Media Systems (Television, Radio, and Satellite) for LDC Regional Educational Development: The Case of Africa and the East. Bibliography 22.
Phoenix Univ., AZ.; Tucson Applied Linguistics Group, AZ.
PUB DATE- Sep 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Communications Satellites *Developing Nations; *Educational Development; *Educational Me Educational Radio; Educational Television; Foreign Countries; Media; Nonformal Education; Rural Population
IDENTIFIERS- *Africa; Central America; *Middle East; South Ameri

Intended as an introduction to the use of educational media i Less Developed Countries (LDCs), this bibliography provides an overview of materials available in government documents collections. The 33 documents listed are derived principally fro the Agency for International Development (AID), with 2 documents having been included from the Educational Resources Information Center (ERIC). Each entry indicates from which source the docume is obtainable and includes an annotation. Dates of publication the references range from 1972 to 1985, with most falling in the mid-1970s. Abbreviations used in document titles and annotations are defined. An index provides an alphabetized listing of topics and areas of concern. (PM)

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ED 260 952 SO 016

Schadler, Margaret; And Others
Young Persons View "The Day After."
PUB DATE- Aug 84
NOTE- 7p.; Paper presented at the Annual Meeting of the Ameri
Psychological Association (92nd, Toronto, Ontario, Canada,
24-28, 1984). For related papers, see SO 016 398-400.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confer
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Educational Research; Instructi
Program Divisions; Intermediate Grades; *Knowledge Level; *
Media Effects; *Nuclear Warfare; Parent Participation; Pare
Secondary Education; Sex Differences; *Student Attitudes; *
Reaction; Television Research; Television Viewing
IDENTIFIERS- *Day After (The)

This study examined what secondary students had learned fro
television film "The Day After"--a dramatization of the possi
of nuclear war and its horrible consequences--and how they
responded to it emotionally. A pre-test and two post-tests (o
administered the day after students viewed "The Day After" an
second one administered two months later) were administered t
students in grades 5, 6, 9, and 12. Most senior high students
viewed the film with family and friends; the younger groups w
predominantly with their families. Most parents talked with t
offspring about the film. Regarding the effects of nuclear wa
students in grades 5 and 6 do not think that a nuclear war wo
as devastating as the older students think it would be. Altho
the senior high group answered more knowledge questions corre
than did the younger students, the responses of all groups we
reasonably accurate. The amount students thought they had lea
from the film decreased with grade level. Elementary students
the film higher than did the senior high students. (RM)

ED 260 710 IR 011 849

MicroSIFT Courseware Evaluation. Set 13 (294-319), Set 14 (320-36 with Hardware (HRD) and Subject (SBJ) Indexes to Both Sets.

Northwest Regional Educational Lab., Portland, Oreg.

PUB DATE- Aug 85

NOTE- 119p.; For previous documents in this series, see ED 249 918

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Directories/Catalogs (132) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Computer Assisted Instruction; *Course Evaluation; *Courseware; *Educational Games; Evaluation Criteria; *Microcomputers

IDENTIFIERS- Courseware Evaluation; *MicroSIFT; *Software Reviews

This document consists of 68 microcomputer software package evaluations prepared by MicroSIFT (Microcomputer Software and Information for Teachers) Clearinghouse at the Northwest Regional Education Laboratory. There are 26 packages in set 13 and 42 in se 14. Each software review lists producer, time and place of evaluation, cost, ability level, subject, topic, medium, required hardware and software, preview policy, instructional purposes and techniques, available documentation, instructional objectives and prerequisites, content and structure, estimated student time required, potential uses, major strengths and weaknesses, and additional comments. An evaluation summary rates each package on 2 criteria. The titles in Sets 13 and 14 are as follows: Addition Logician; Anagramas Hispanoamericanos; Circuit Lab; Electronic Study Guide for Trigonometry; Exploring Tables and Graphs--Level 1 and 2; Geoart; Geography Series--New England; La Corrida De Toros; Mission--Algebra; Mots Croises et Mot Secret; Number Farm; Osmotic Pressure; PLATO French Series; PLATO German Series; PLATO Spanish Series; Poker Parat; Practical Grammar--Complex Sentences--Adjective Clauses; Practical Grammar Part I--Principal Parts of Verbs; Ratio and Proportion; Reading Adventure I; Savoir Ecrire; The Linguist; The Observatory; Trap-A-Zoid; U.S. Geography Quiz; Vocabulary Adventure I; Addition and Subtraction; Addition 6-10, Subtraction 6-10 and Addition and Subtraction 6-10; Andy and the Math-A-Sizer; Bank Street Storybook; Basic Skills Courseware--Third Grade, Fifth Grade, Ninth Grade; Beginning Consonants and Ending Consonants; Buzz, Bang, Harvey; Creature Creator; Dinosaur Days; Early Learning Series--Volume I; English SAT II; Exploring Sorting Routines; Fay--That Math Woman; Foreign Language Series--Latin; Fraction Fun with Fraction Man, Level 1; Greek Mythology; Learning about Numbers; Letters and First Words; Mathematics Life Skills, Volume 1--Money Manager; Mathematics Word Problems--Grade 1; Mind Benders A1, A2, and A3; Modern Biology Study Disk; Payroll System--A Business Simulation; Poker Listo; Practical Algebra--Algebra Word Problems; Practical Geometry Series--Triangles; Preschool Activities for Learning; Purchase Power; Reading Klooz; Santa Fe Trail; Spanish Vocabulary Game; Special Topics in Mathematics--Bases Other Than Ten; Spellagraph; Spelling Worksheet Generator; Sports Problems III; T. Rex; Voyage of the Mimi--Introduction to Computing; Word Benders--Phrases, A-1; Word Benders--Similarities, C-1; and Wordfinder. (JB)

ED 260 766 JC 850 47

Brady, Marilyn H.; Hutsell, Deborah C.
Utilization of Skills in the Care of the Parent Child System (NS 139): Competency-Based Course Syllabus.
Chattanooga State Technical Community Coll., TN. Nursing Div.
PUB DATE- 85
NOTE- 133p.; For other course syllabi in Chattanooga State Techni Community College's Associate Degree Nursing Curriculum, see JC 476-484.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Birth; Children; Community Colleges; Congenital Impairments; Course Descriptions; *Course Objectives; Diseases; Infants; Nursing; *Nursing Education; Obstetrics; *Pediatrics; *Perinatal Influences; *Pregnancy; Premature Infants; Prenatal Influences; Two Year Colleges

"Utilization of Skills in the Care of the Parent Child System" 139) is an associate degree nursing course offered at Chattanooga State Technical Community College to provide essential theory and experience in caring for the parent-child system throughout vario stages of development. The course syllabus for NS 139 begins with information on class, laboratory, and credit hours; prerequisites textbooks; week-by-week course content; course objectives; evaluation criteria; and curriculum coding. Next, instructions ar provided for class assignments, and information is presented on labor and delivery, nursery, and post partum routines. The remainder of the syllabus presents objectives, textual informatio assignments, and questions keyed to the textbook for each of the seven course units. The units focus on: (1) pregnancy and labor; (2) adaptations of the maternal system, parent-infant system, and newborn immediately following childbirth as well as health deviations during labor and pregnancy; (3) assessing the newborn, effects of prematurity, and health deviations associated with the newborn; (4) nutritional requirements of infants and children, procedures for the hospitalization of children, and diseases and accidents during childhood; (5) health deviations of the respiratory subsystem and cystic fibrosis; (6) the effects of congenital defects, the effect of cerebral palsy on the child's state of adaptation, and nursing care of the parent-child system when the child has a developmental health deviation; and (7) failure to thrive and urinary subsystem health deviations in children. A rating instrument for clinical behaviors concludes th syllabus. (EJV)

ED 260 780 JC 850 502

Kassebaum, Peter
Anthropological Theory: A Modular Approach. Cultural Anthropology
College of Marin, Kentfield, Calif.
PUB DATE- 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; Community Colleges; Cross Cultural Studies; Ethnography; Islamic Culture; Learning Activities; Learning Modules; Marxism; Research Methodology; Social Change; *Social Structure; *Social Theories; Two Year Colleges
IDENTIFIERS- *Cultural Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module introduces the student to various theoretical perspectives, terms, and influenti figures within the field of anthropology. The following historica and conceptual influences on anthropological theory are discussed (1) the Greek tradition; (2) the Roman tradition; (3) the Islamic tradition; (4) the age of exploration; (5) the beginnings of ethnographic museums and societies in the 19th century; (6) Marx' contributions to anthropological theory related to economic determinism, cultural evolution, and the following cultural components: technological/economic system, social organization, a ideological base; (7) Franz Boas and his modified natural science model; (8) 20th century structural functionalism and the work of Malinowski and A. R. Radcliffe-Brown; (9) French structuralism an the work of Claude Levi-Strauss; (10) Alfred L. Kroeber; (11) 20t century cross-cultural studies and the conception of universal behavior patterns; (12) Margaret Mead; (13) Gregory Bateson; (14) Robert Redfield; and (15) Oscar Lewis. Finally, performance activities covering the module's content are presented. (LAL)

ED 260 795 PS 015 262

Golomb, Claire; Dunnington, Gordon
Compositional Development in Children's Drawings.
PUB DATE- Jun 85
NOTE- 13p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Children; *Cognitive Development; *Developmental Stages; *Freehand Drawing; Performance Factors; Preadolescents; *Spatial Ability
IDENTIFIERS- *Piagetian Theory

Data obtained under naturalistic conditions do not support the notion of a close fit between the growth of geometric concepts during the concrete operational period and "realism" in art. Realism here refers to the ability to portray the objective proportions of a figure, to coordinate spatial relations and distances, and to represent a scene in perspective. Participants were 161 children of predominantly middle-class background, rangin in age from 3 to 13 years. From six alternatives, four drawing themes were specified by the examiner, and their order of presentation was randomized: A Family, A Birthday Party, Children Playing, A Garden with Trees, Flowers, and a Pond. The tasks were administered on an individual basis or in small groups of 2 to 3 children. The Revised Compositional Scale (Golomb, 1983, 1984) wa used to assess the spatial characteristics of the drawings and to identify compositional grouping principles. Where Piaget predicts radical transformation in representational competence (perspective drawings), findings indicate some consolidation of skills and attention to specific aspects of figural differentiation, but spatial differentiation per se do not show the predicted transformation. Compositional strategies were found to be very muc a function of the nature of the task and remained fairly simple fo all ages and/or all tasks. The relationship Piaget proposed betwee drawing competence and spatial-geometrical constructs should be reassessed. (RH)

ED 260 811 PS 015 28

Ungerer, Judy A.
The Development of Script Knowledge in Children from 18 to 30 Mon
of Age.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Biennial Meeting of the Societ
for Research in Child Development (Toronto, Ontario, Canada, Ap
25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Development; Imitation;
*Infants; *Role Perception; *Toddlers
IDENTIFIERS- *Scripts (Knowledge Structures); *Temporal Patternin

The purpose of this research was to examine 18- to 30-month-old
children's use of scripts for representing common events. A scrip
is defined as a model that specifies the roles and props
appropriate to an event and identifies a sequence of acts for
achieving the goal defined by the event. Two aspects of script
knowledge were investigated: (1) the development of the ability t
maintain the appropriate temporal order of events within a script
and (2) the development of the ability to represent social roles
within a script. The white, middle-class sample consisted of boys
and girls from four age groups: 18, 22, 26, and 30 months of age.
total of nine action sequences was modelled for each child--three
using a single doll as a passive recipient of action (bathing,
eating, and going to bed), three composed of nonmeaningful
combinations of script sequences, and three using one doll as an
independent agent and one as a passive recipient of action. All
sequences were four acts in length. Several measures summarizing
subjects' imitation task performance were scored. Results
demonstrated that children as young as 18 months of age incorpora
information about the temporal order of actions in their script
knowledge of events. Few children demonstrated an understanding c
differentiated role structures. Age differences were found, but
these appeared to be more quantitative than qualitative in nature
(RH)

ED 260 878 RC 015 43

Gillis, H. Lee; Dagley, John
Adventure-Based Counseling: An Adlerian "Natural High."
PUB DATE- May 85
NOTE- 5p.; Paper presented at the North American Society of Adle
Psychology (Atlanta, GA, May 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Speeches, Conference Papers, "Papers
Presented at..." (150)
DESCRIPTORS- Adventure Education; *Counseling Techniques; Counse
Theories; *Experiential Learning; Family Counseling; *Games; *
Activities; *Group Counseling; Helping Relationship; Marriage
Counseling; Spouses; Therapeutic Recreation
IDENTIFIERS- *Action Oriented Therapy; Adlerian Psychology

Special characteristics of action-oriented approaches to thera
cautions and tips for using these approaches, and sample activit
are provided in this guide. An introductory section explains the
relationship of action-based counseling to the traditional
action-oriented methods and principles of Adlerian psychology ar
emphasizes the merit of the approach for couples and families as
well as individuals. Brief directions are given for 13 activitie
that require group problem solving and cooperation between coupl
or among group members. A list of 11 references for further
information is included. (JHZ)

ED 260 893   SE 045 9

Stone, Sally F.
The Illinois Natural Heritage Conservation Education Kit V. E
and Management of Special Habitats: Dune, Cave, Cliff, Bluff
Urban.
National Association of Young Naturalists.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
Illinois State Dept. of Conservation, Springfield.
PUB DATE- May 85
NOTE- 82p.; This kit includes a poster which was not included
due to size.
AVAILABLE FROM- Illinois Dept. of Conservation, Communications
Program, Div. of Forest Resources and Natural Heritage, Linc
Tower Plaza, 524 South Second St., Springfield, IL 62706.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Clas
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Conservation (Environment); *Conservati
Education; *Ecology; Elementary Secondary Education; Field
Instruction; Field Trips; *Learning Activities; Outdoor Acti
Science Activities; Science Education; *Wildlife
IDENTIFIERS- *Habitats; *Illinois

The ecology and management of special habitats is the theme
instructional guide. It contains 24 activities designed to hel
teachers familiarize their students with dune, cave, cliff, bl
and urban habitats in Illinois. Each activity (which is ready
copied and given to students) includes an objective (called a
mission) and instructions which speak directly to the student.
Although the activities are best suited for students in grades
certain activities are appropriate for students in kindergarte
third grade and for students in grades 9-12. Background inform
for teachers is provided, including brief comments on adapting
exercises for students in primary and high school grades and
special instructions for the activities. (JN)

ED 260 908 SE 045 9

Richardson, Michael; Hunt, Earl
Problem Solving Under Time-Constraints.
Washington Univ., Seattle. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personn
Training Research Programs Office.
REPORT NO.- ONR-TR-10
PUB DATE- Aug 85
NOTE- 58p.; Paper presented at a Meeting of the Mathematical
Psychology (San Diego, CA, August, 1985). Document contains s
pages of light type.
CONTRACT- N00014-84-K-5553
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Students; *Computer
Simulation; Educational Research; *Mathematics Instruction;
*Metacognition; *Modeling (Psychology); *Problem Solving; Tim
Factors (Learning)
IDENTIFIERS- *Mathematics Education Research; Mental Computatio

A model of how automated and controlled processing can be mix
computer simulations of problem solving is proposed. It is base
previous work by Hunt and Lansman (1983), who developed a model
problem solving that could reproduce the data obtained with sev
attention and performance paradigms, extending production-syste
notation to time-constrained problem solving. Four college stud
were required to do mental arithmetic rapidly, keeping track of
running total of a visually presented series of numbers using b
three (to keep the task from being fully automated). From time
time, they had to deal with an interruption and then return to
arithmetic task. The students generally, but not always, manage
remember the things they needed to remember, and often became a
of an error after making it, indicating there was a good deal o
self-monitoring of behavior. The problem solver's internal cont
of information seems to be an essential part of real-time probl
solving. These processes were reflected in the simulation model
which is described in detail. (MNS)

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ED 260 924 SE 045 9

Donovan, Edward P.; Richmond, Robert F.
OBIS: Outdoor Biology Instructional Strategies.
Florida Inst. of Tech., Melbourne.
PUB DATE- 6 Aug 81
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; Biology; Ecology; Elementary Seco
Education; *Environmental Education; *Experiential Learning;
Activities; Outdoor Activities; *Outdoor Education; Science
Education; Trails; Youth Clubs; Youth Programs
IDENTIFIERS- *Outdoor Biology Instructional Strategies

The Outdoor Biology Instructional Strategies (OBIS) project b in 1972 to enable non-school youth groups (aged 10-15) to gain firsthand experiences in outdoor environments. This descriptive paper explains the program including its purpose and historical background. Specific objectives are to: (1) stimulate curiosity about local environments; (2) develop investigative and observational skills; (3) teach basic concepts of ecology; (4) participants better understand their roles in ecosystems; and (provide exciting and educational outdoor experiences. The OBIS project uses a discovery approach in which active participants learn about such ecological topics as natural selection and foo chains. Modules are divided into several one-hour activities wi activity cards presenting: an overview, information summary, s materials; outdoor conditions needed; step-by-step instructions and optional activities. Specialized packets include the Trail Module and Camp Kit. Resource centers throughout the country ha been established to promote the activities (with Florida's OBIS program highlighted). There is also an explanation of several phases in material development/evaluation. Reactions from teach attending a summer institute indicate that they found the resou helpful in the classroom even though it was developed for non-school settings. (An appendix includes names and addresses developers/suppliers and an extensive OBIS bibliography.) (DH)

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ED 260 980

Demery, Marie
XIOPP: An Artistic Approach to Creativity, Xerography and
Literacy.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descripti
DESCRIPTORS- Art; *Art Appreciation; *Art Expression; Color;
*Creativity; Guides; Models; Technological Advancement;
*Technology; *Visual Arts
IDENTIFIERS- *Xerography

Xerography is one of the major channels through which a uni art and technology can be achieved. As a result of a three-ye research study of xerography and such a union, the following examples have been developed: XIOPP Model, art historical perspective, visual literacy exhibition and vocabulary. The X Model is an illustration and summary of the integrated process creativity, xerography, and visual literacy. The art historica perspective is a clarification of the processes and component the model. A complement to the historical data and to the processes, the visual literacy exhibition in this article is introduction to the use of a viewing guide. The guide will he viewers to acquire and use the visual skill of originality fo seeing, evaluating, and appreciating 12 works of art and the environment beyond this exhibit. New vocabulary has been defi visual literacy exhibition, XIOPP, ink drawing print, ink oil painting print, xerography, copy art, viewing guide. Establis vocabulary has been redefined: originality, creativity, visua literacy. (Author)

ED 260 601 FL 015 193

A Study of Teacher Training Programs in Bilingual Education. Executive Summaries, Volumes I and II. Part I Research Agenda.
InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.
SPONS AGENCY: National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE: 82
NOTE: 25p.
CONTRACT: NIE-400-80-[illegible]
AVAILABLE FROM: National Clearinghouse for Bilingual Education, 1555 Wilson Blvd., Suite 605, Rosslyn, VA 22209.
LANGUAGE: English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS: *Bilingual Education Programs; *Curriculum; Graduate Surveys; Higher Education; Institutional Characteristics; National Surveys; Productivity; *Program Administration; Program Descriptions; Program Evaluation; *Student Characteristics; *Teacher Education; Teacher Educators; *Teacher Supply and Demand

The executive summaries for two portions of a national survey of the programs and outcomes of bilingual education teacher training programs are presented. The first summarizes the findings of site visits to 56 two- and four-year institutions to examine four aspects of the teacher training programs: curriculum, management, student characteristics and progress, and the institutional setting. Indicators of an institution's ability to produce sufficient well-qualified bilingual education teachers and to institutionalize and maintain the programs in the absence of Federal support are also discussed. The second summary presents the findings of a survey of graduates from bilingual teacher education programs and a study of the supply of and demand for bilingual education teachers nationwide. The graduate survey obtained data on the professional status of 809 teacher education graduates and 168 teacher trainer program graduates from one to three years after training. The objective was to determine the extent to which the programs were alleviating the shortage of qualified teachers. (MSE)

HE

ED 260 615 HE 018 566

Sabonis-Chafee, Terry, Ed.
The Technology and Society Internship Directory. A Comprehensive Guide to Washington, DC Internships, 1985-1986. First Edition.
International Student Pugwash, Washington, DC.
PUB DATE- 85
NOTE- 121p.; Directory was made possible by grants from New Land Foundation.
AVAILABLE FROM- Student Pugwash, Inc., 505B 2nd St., N.E., Washington, DC 20002 ($10.00 plus $2.00 for postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Students; Consumer Protection; Energy Conservation; Environmental Standards; Higher Education; International Cooperation; *Internship Programs; Mass Media Effects; National Security; Nuclear Warfare; *Organizations (Groups); Public Affairs Education; Public Health; Public Policy; *Sciences; *Student Placement; *Technology
IDENTIFIERS- *District of Columbia; Public Service; Student Pugwash

Information is presented on internships in the Washington, D.C., area that enable students to explore the effects of technology and science on society. Science and engineering student interns work in nonlaboratory environments, and nontechnical students may work in issue areas and newly emerging public policy challenges. The directory includes opportunities in a wide range of issue areas as well as a broad sampling of organizations. While many of the placements are with nonprofit organizations, some positions are with business, government, and research groups. The 73 placement sites are listed under the following categories: media/communications, national security/nuclear weapons, health and safety, consumer issues, energy and environment, general science and society, and population and international development. Appended materials include: Student Pugwash Clearinghouse profile card, internship application form, sample resume, information on academic credit and compensation, advice for interns, a bibliography of additional directories, advice for creating an internship, information on the Student Pugwash Clearinghouse and other Pugwash programs and chapters, an index of placement types and special interest areas, an organization index, and organization acronyms. (SW)

ED 260 642 HE 018 631

Krupp, Judy-Arin
Life Developmental Tasks and Related Learning Needs and Outcomes. NSIEE Occasional Papers.
National Society for Internships and Experiential Education, Raleigh, NC.
PUB DATE- Jul 83
NOTE- 42p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; Adult Learning; *Age Groups; *Developmental Stages; *Experiential Learning; Higher Education; *Individual Development; *Student Development

Major life developmental tasks are identified, along with the learning outcomes necessary to fulfill those tasks for adults from age 17 to retirement. Attention is directed to the important connection between life cycle change and adult learning as well as seven assumptions underlying life cycle theory. Developmental tasks and learning needs are identified for the following age levels: 17-22, 22-28, 28-33, 33-40, 40-47, 47-60, and 60 and over to retirement. For example, tasks for ages 17-22 are: establishing some independence, establishing an initial identity, and testing intimate relationships. Learning needs are: discovering areas where one is comfortable being independent/dependent, being able to ask for help, discovering what is liked/disliked, increasing realism, achieving self-understanding and self-awareness, and realizing improved interpersonal relationships and a greater network of trusted persons. Educators need to respond to the uniqueness and tasks of each learner at each life stage and to integrate personal growth and change as a part of the educational experience. Experiential learning incorporates a growth perspective responsive to the needs of each person. A chart summarizing the developmental tasks and learning needs is appended. (SW)

ED 260 683 IR 011 754

Callison, Daniel; Haycock, Gloria
Teacher and Student Field Testing of Microcomputer Software. A Lilly Linkage Project. Volume Two with Revised Evaluation Forms and Methodology.
Indiana Univ., Bloomington. School of Library and Information Science.; Northwestern Consolidated School District of Shelby County, Fairland, IN.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- May 85
NOTE- 205p.; For volume one of this report, see IR 011 753. Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computers; *Courseware; Data Collection; Elementary Secondary Education; *Evaluation Methods; *Field Tests; Instructional Materials; Participant Satisfaction; Worksheets
IDENTIFIERS- Indiana; *Software Evaluation; *Software Reviews

This document, the second of two volumes, completes the report of Lilly Endowment, Inc. funded project whose major objective was to establish a process for both teachers and students to be involved in the field testing or evaluation of microcomputer software. Workshops were held in nine Indiana school corporations where more than 2,300 students and 290 teachers completed evaluations of over 135 selected microcomputer programs. The programs were instructional in nature and included various formats: drill and practice, tutorial, simulations, and educational games. Included in this volume are the results of the field testing during the second year of the project, revised evaluation forms, and the methodology that can be adopted by teachers. The contents include: (1) a list of programs by subject areas; (2) a list of programs by grade level; (3) the evaluations for 77 software programs; (4) a step-by-step process for the effective selection of microcomputer software; (5) a methodology for teacher and student evaluation of software; (6) questions and answers from an analysis of the data; (7) recommendations of sources for computer software; and (8) revised evaluation forms. Each software program evaluation lists the title, intended audience and curriculum level, instructional method, producer and/or distributor, stated objectives, teacher evaluation, positive and negative comments, teacher overall rating, comments on program utilization, and student evaluation. (JB)

ED 260 684 IR 011 755

ED 260 697 IR 011 770

McMillan, Samuel, Ed.; Quinto, Frances, Ed.
Cameras in the Curriculum. A Challenge to Teacher Creativity. An NEA/KODAK Program. Volume 2/1983-84.
Eastman Kodak Co., Rochester, N.Y.; National Education Association, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C.
PUB DATE- 85
NOTE- 309p.; For Volume 1 of this publication, see ED 238 409. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; Case Studies; *Creative Activities; Elementary Secondary Education; Higher Education; Instructional Innovation; *Photography; Production Techniques; Program Descriptions; *Progr Implementation; *Teacher Developed Materials; Teaching Guides; Teaching Methods; *Visual Aids

Designed as a teacher's guide to stimulate student interest, creativity, and achievement, this teaching guide includes 132 projects which involve the use of photography as an instructional tool. The volume is divided into subject areas with grade levels ranging from kindergarten through higher education. Most projects are multidisciplinary, and each project includes the title, contributing author, location, subject, grade level, quotation from the author, purpose and description of the project, activities, materials, resources and expenses, outcomes, and adaptability. The subjects of the programs are: (1) art education, including creative expression, various art forms, spatial relationships, and human understanding; (2) career education, which illustrates the building of skills and knowledge through participation in the workplace; (3) community studies; (4) English, including a study of writing and literature; (5) history, which uses a unique approach that touches on composition and art; (6) language arts, which reviews varied approaches for enhancing language development in the elementary grades; (7) languages (other than English); (8) mathematics; (9) music, which integrates music with communications, art and photography; (10) photography; (11) science, including aspects of biology, botany, chemistry, the environment, ecology, physics, and human growth; (12) social studies; (13) special education, which gives an array of ideas for specialized teaching and caring; and (13) visual literacy, which illustrates communications through the use of photography. (JB)

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ED 260 724 IR 051 225

Schwarz, Stephan; Winkel, Annette
Background Study and Proposals for Development of Information Provision in Science and Technology in Ethiopia. Stockholm Paper in Library and Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultura Organization, Paris (France).
REPORT NO.- TRITA-LIB-1124
PUB DATE- May 84
NOTE- 41p.; Report from a mission to Ethiopia, April 2-14, 1984. A sponsored by the Ethiopian Science and Technology Commission. Fo related documents, see IR 051 226-227.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120 Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Developing Nations; Higher Education; Information Dissemination; *Information Needs; Information Retrieval; *Information Services; Library Collection Development; *Library Cooperation; Library Networks; Library Planning; Microcomputers; Regional Planning; *Research and Development; *Scientific and Technical Information
IDENTIFIERS- *Ethiopia

Provision of information for research and development in science and technology in Ethiopia was studied by 50 participants in a seminar on evaluation and analysis of a national information polic and plan. Policy makers and planners, users, producers and suppliers of information, information specialists, and representatives of Unesco (United Nations Educational, Scientific and Cultural Organization) and SAREC (Swedish Agency for Research Cooperation with Developing Countries), worked together to: assess the size and structure of the user community for scientific and technical literature on the postsecondary education and research and development level; review the present system for information provision in science and technology at this level; and propose measures for improvement of this information provision. Following general discussion of these objectives and an examination of the Addis Ababa University system of information provision, a number o suggestions are presented which include: organizational rationalizations; the potential use of microcomputers for certain operations; facilities and agreements for more effective sharing o locally available resources; development of a National Science and Technology Information and Documentation Center at ESTC (Ethiopian Science and Technology Commission); a bilateral cooperation progra for computerized information retrieval and back-up of photocopies for documents not locally available; and a component of literature provision for undergraduate studies in science and technology. (TH

ED 260 738 JC 850 27

Peterson, Debra
Los Angeles Harbor College Ford Foundation Transfer Report, 1983-
Interim Report.
Los Angeles Harbor Coll., Wilmington, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (
DESCRIPTORS- Articulation (Education); *College Transfer Students
Community Colleges; *Intercollegiate Cooperation; Minority Grou
Program Descriptions; Student Personnel Services; Student
Recruitment; *Transfer Programs; Two Year Colleges; Two Year
College Students
IDENTIFIERS- Urban Transfer Opportunities Program

In 1983, Los Angeles Harbor College designed a program to impro the rate of student transfer to four-year colleges and universities. From the onset of the project, the goals were to: (increase the number of transfers; (2) increase the number of minority student transfers; (3) improve articulation and outreach efforts; and (4) incorporate activities involving student transfe with "Project Asset." To meet these objectives, project staff initiated activities to identify a transfer pool and to provide group academic advising for transfer students; undertook a pilot mail registration project; developed a directory of transfer students for four-year institutions; and involved university counselors in helping students prepare for transfer. In addition, scholarships were awarded to nine students, articulation activiti were conducted, and work was started on a computerized transfer information project with the University of California at Irvine. Appendices include materials for student participants, a checklis for transfer students, and a survey instrument. (EJV)

ED 260 837 PS 015 30

Collins, Randall; And Others
Social Change and Family Policies. Key Papers, Part I. Internat
CFR Seminar (20th, Melbourne, Australia, August 19-24, 1984).
Institute of Family Studies, Melbourne (Australia).
PUB DATE- Jul 84
NOTE- 424p.; For related documents, see PS 015 308-311.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Stre
Melbourne, Victoria, 3000, Australia (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal
Viewpoints/Position Papers/Essays (120) Reports -
Research/Technical (143)
DESCRIPTORS- Adolescents; Birth Rate; Competence; Conflict;
Demography; Developing Nations; Divorce; *Family (Sociologica
Unit); *Family Problems; Foreign Countries; Marriage;
*Modernization; Moral Values; Parent Attitudes; Personal Auto
Policy Formation; Political Issues; *Public Policy; Seminars;
Role; *Social Change; *Social Environment; Social Problems; S
IDENTIFIERS- Australia; Europe (West); *Family Policy; Social P

These papers from an International Committee on Family Researc (CFR) seminar explore seven themes, four of which are presented Part 1. The first set of papers approach the question of whether the family is worth supporting and the related issue of pressure conflicts, and expectations of family life (Theme 1). Randall Collins discusses "Social Conflict and the Place of the Family: Toward a Theory of Moral Politics." Robert A. Lewis describes "S Changes in Men's Values, Meanings, Roles, and Attitudes Toward Marriage and Family in the USA." Helen Glezer identifies "Antecedents and Correlates of Marriage and Family Attitudes in Young Australian Men and Women." Major demographic trends affect family policy (Theme 2) are identified by Arland Thornton and Pe McDonald, respectively, in papers on "Modernization and Family Change" and "Implications for Families of Third World Fertility Trends." Three additional papers discuss families with children social policy approaches to family support and education (Theme "Family Policy as Latter-Day Children's Policy" by Gilbert Stein "Divorcees, Children, and the Public" by Jan Trost; and "The Child's Use of Family Resources" by Gay Ochiltree and Paul Amato The topic of youth policies and the family/work/education relationship (Theme 4) is particularized in Roland Eckert and Helmut Willems' "Youth Conflicts and Public Policy Challenges in Western Europe" and in Don Edgar and Frank Maas' "Adolescent Competence, Leaving Home and Changing Family Patterns." (RH)

ED 260 865 RC 015 4

Johnson, Marilyn Kay; Amundsen, Cheryl

An Integrated Distance Education Teacher Training Model for Spe
Education Teachers in Rural Settings.

PUB DATE- Aug 85

NOTE- 12p.; Paper presented at the International Conference on Distance Education (13th, Melbourne, Australia, August 13, 19

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiotape Cassettes; *Continuing Education; Correspondence Study; *Distance Education; Extension Educatio Higher Education; *Models; Professional Education; Rural Area *Rural Education; *Special Education Teachers; *Teacher Certification; Telecommunications; Teleconferencing; Videotap Cassettes

IDENTIFIERS- *Alaska; University of Alaska Anchorage

A 3-year project to provide rural Alaska teachers with access the University of Alaska-Anchorage's Special Education Program distance education in learning applications as well as in developing a knowledge base. Previous Alaskan distance educatio programs had been criticized as "second class" compared to traditional on-campus programs. To assure quality control equivalent to the campus program, the project emphasized human contact and uniform evaluation criteria. Telecommunications systems--videocassette, audiocassette, teleconferencing--as well site visits by faculty, student presentations, and weekly studer meetings facilitated human interaction. Student assignments were graded by the same criteria as on-campus student work. Seven of courses required for certification in special education were offered and students also attended on-campus summer school. Approximately 12 students enrolled at each of 3 remote sites. Se students completed the certification program, 12 subsequently completed the program on campus, and 12 applied their credits to other programs. The distance education program required more faculty time and effort than the on-campus program, students nee more individual and group support, and technological problems ar lack of student skills in using the technology had unexpected potential to disrupt training. (LFL)

ED 260 966 SO 016

Goldwin, Robert A., Ed.; Schambra, William A., Ed.
How Does the Constitution Secure Rights?
American Enterprise Inst. for Public Policy Research, Washing
D.C.
REPORT NO.- ISBN-0-8447-3521-3
PUB DATE- 85
NOTE- 140p.; For related volumes, see SO 016 731-732. This se
part of a project, "A Decade of Study of the Constitution,"
in part by a Bicentennial Challenge Grant from the Nationa
Endowment for the Humanities.
AVAILABLE FROM- American Enterprise Institute, 1150 17th St.,
Washington, DC 20036 ($5.95, paper--ISBN-0-8447-3521-3; $1
cloth--ISBN-0-8447-3522-1).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Information Analysis/State-of-the-Art Materials (070) Book
DESCRIPTORS- *Civil Liberties; *Civil Rights; *Constitutiona
History; *Constitutional Law; Democracy; Individual Needs;
States Government (Course)
IDENTIFIERS- *United States Constitution

Third in a series designed to help prepare the nation for
thoughtful observance of the Constitutional bicentennial, th
publication presents six essays addressing the issue of huma
rights and the Constitution. "How the Constitution Protects
Rights: A Look at the Seminal Years" (Robert A. Rutland) foc
James Madison's role in obtaining a bill of rights. "The
Constitution and the Bill of Rights" (Herbert J. Storing) lo
the original debate over the Bill of Rights and at what issu
not addressed in these ten amendments. "Two Models of Adjudic
(Owen M. Fiss) considers structural reform of the government
new mode of litigation. "The Constitution as Bill of Rights"
(Walter Berns) examines how human rights are assured and deli
within the text of the Constitution. In "Subsistence Rights:
We Secure These Rights" (Henry Shue), the author considers
potential conflicts between basic economic, social, and cultu
rights as entrenched in the International Bill of Rights and
U.S. Constitution. "American Constitutionalism and Individual
Rights" (Nathan Tarcov) analyzes the balance between individu
group rights. (LP)

ED 260 629 HE 018 618

Sexton, Robert F., Ed.
Dimensions of Experiential Education.
National Society for Internships and Experiential Education, Raleigh, NC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 76
NOTE- 52p.; Institution formerly named National Center for Public Service Internship Programs. For related documents, see HE 018 617-635. Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; Community Colleges; Educationally Disadvantaged; *Education Work Relationship; Employment Patterns; Employment Programs; *Experiential Learning; Field Experience Programs; *Internship Programs; Low Income Groups; *Nontraditional Students; Political Issues; Position Papers; Postsecondary Education; Public Policy; *Two Year College Students; Vocational Education; Work Attitudes
IDENTIFIERS- Public Service

Issues concerning experiential and postsecondary education are considered in six articles. In "Experiential Education for the Community College Student," Sheila Gordon considers the links between experiential and vocational education and suggests that experiential education is especially relevant to the learning styles and objectives of the economically and academically disadvantaged. John R. Valley's article, "Experiential Education and the Nontraditional Student," focuses on older and reentry students and the logistic and measurement problems of experiential education components of special degree programs for adults. Traditional approaches to political internships are emphasized by former Senator Hubert H. Humphrey in "The Case for Public Service Internships: Good Education and Good Government." The need to address changes in work and work attitudes is discussed by Dennis Gallagher in "Work, Experience, and Education," while the potential of experiential education to teach liberal arts and to promote students' personal development is covered in "The Promise of Experiential Education for the Liberal Arts" by Robert F. Sexton. Finally, The Eleanor Roosevelt Institute's article, "Policy Statement on National Youth Service," proposes the development of a federal national youth service. (SW)

Enrollment by Place of Residence in Maryland Institutions of Higher Education, Fall 1984. Postsecondary Education Data Reports.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Jul 85
NOTE- 72p.
AVAILABLE FROM- State Board For Higher Education, 16 Francis Street, Annapolis MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; *College Students; *Enrollment Trends Foreign Students; *Geographic Location; Graduate Students; *Higher Education; In State Students; Out of State Students; *Place of Residence; Private Colleges; Professional Education; State Colleges; State Surveys; State Universities; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *Maryland; Public Colleges

Data concerning the place of residence of students attending Maryland colleges during fall 1984 are presented. The statistical tables indicate campus enrollment patterns of residents of Maryland counties and Baltimore City, out-of-state students, and foreign students. For each county, data are provided on the number of students attending each Maryland campus, including a breakdown for new full-time freshmen, undergraduate students, graduate students, and professional students. The number of students from each county attending public two- and four-year colleges and private two- and four-year colleges are given, as are public total attendance and private total attendance. Enrollment percentages are also provided in separate tables for Maryland residents, residents of other states, and foreign students, with breakdowns by level of study. (SW

ED 260 670 HE 018 666

Miller, Scott E.; Hexter, Holly
How Middle-Income Families Pay for College.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
SPONS. AGENCY- Teagle Foundation, New York, NY.
PUB DATE- Jul 85
NOTE- 52p.; For related documents, see HE 018 667-669.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193 ($8.00 nonmembers; $5.00 members).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Dependents; *Family Income; Federal Aid; Grants; Higher Education; *Middle Class Students; National Surveys; *Parent Financial Contribution; Private Colleges; State Aid; State Colleges; *Student Costs; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- *College Costs

The ways middle-income families pay for college are examined, base on a national survey of student aid recipients, especially traditional undergraduate dependent students. Information is provided on the mix between loans, grants, work, and family contribution, as well as the relationship between federal, state, and college-sponsored aid. Examples of typical financial aid packages for students attending high, low, and moderately priced institutions are included. Findings show that: as income rises, middle-income students are less likely to receive most forms of aid; more than half of all middle-income aid recipients secure Guaranteed Student Loans; the aid packages received by middle-income students do not meet all of the costs of college; and middle-income families must use all available options to help meet college costs. It is concluded that middle-income families rely on their own resources to pay for college, whether through savings, work, or later repayment of loans. Appendices provide data on: the number and proportion of aid recipients receiving financial aid by income level ($15-$25K and $25-$35K), type of aid, and type of institution (public/private); financial aid packages for middle-income students by family income and type of institution; and the number and proportion of aid recipients receiving different combinations of aid. (SW)

ED 260 752 JC 850 46

Creamer, Don G.
Two-Year College Research on Student Development: An Analysis of
Selected Literature, 1975-1984.
**American Coll. Personnel Association, Washington, D.C. Commissio
XI-Two Year Coll. Student Development.**
PUB DATE- Mar 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Community Colleges; *Educational Research; Literat
Reviews; Research Reports; Student Development; *Student Perso
Services; Two Year Colleges

A literature search and review was conducted by the Two-Year
College Student Development Research Committee of the American
College Personnel Association to investigate the overall charact
of typical research on two-year college student development
concerns. The student development research conducted at the
two-year college level contrasted markedly with other postseconda
research in this area in that more often two-year college researc
was institution specific, focused on general student and
environment descriptions, employed survey methods, was motivated
institutional program concerns, and was usually unpublished. A
computer search covering the years 1975 through 1984, yielded 14
relevant research reports. These reports were analyzed in terms
populations or targets of the study, research methods used, year
publication, study topics, and publication outlet. The analyzed
reports consisted primarily of studies on student characteristic
follow-up and graduate surveys; needs assessments; transfer
studies; and assessments of program effectiveness, educational
benefits, counseling services, attrition, and special programs.
Student development research should also address the development
status of students at college entry, methods to ensure service
delivery equity across diverse populations, and the comparative
effects of various program delivery methods. (EJV)

ED 260 825 PS 015 29

Hoegl, Juergen
Effectiveness of Early Childhood Education Programs: A Review of Research.
Illinois State Board of Education, Springfield, Dept. of Plannin Research and Evaluation.
PUB DATE- Jan 85
NOTE- 26p.; For other papers in this series, see PS 015 296-305.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Developmental Continuity; Disadvantaged Youth; *Early Childhood Education; *Educational Assessment; *Educational Environment; Emotional Development; Evaluation Utilization; Intelligence Quotient; Parent Participation; Policy Formation; Program Administration; *Progr Design; *Program Effectiveness; Research Utilization; Social Development; Social Responsibility; *Socioeconomic Background; Student Placement; Teacher Student Ratio
IDENTIFIERS- *Illinois

Undertaken as a background paper for an early childhood educati policy study intended to identify current issues in early childho education and policy alternatives for consideration by the State Board of Education of Illinois, this report focuses on the effectiveness of early childhood education programs. Specificall addressed are (1) reasons commonly advanced for offering educatio at an early age, (2) indicators of program effectiveness, (3) typ of programs and program characteristics in the light of their relative effectiveness, (4) the SES of children who benefit from programs, and (5) the developmental role of early childhood education programs in the child's learning environment. A review research for each of the following topics is covered in the paper rationale for early childhood education, indicators of program effectiveness (including IQ, scholastic achievement, scholastic placement, non-cognitive development, and social responsibility), types of characteristics of programs (including leadership, progr duration, adult-child ratio, curriculum, continuity, program location, and parent involvement), the SES difference of childre in relation to benefits from early childhood education, and the learning environment. (DST)

ED 260 852 PS 015 3

Developing Childhood Injury Prevention Programs: An Administrat
Guide for State Maternal and Child Health (Title V) Programs.
Birch & Davis Associates, Inc., Silver Spring, Md.
SPONS. AGENCY- Health Resources and Services Administration
(DHHS/PHS), Rockville, MD. Office for Maternal and Child Hea
Services.
PUB DATE- Feb 83
NOTE- 204p.
CONTRACT- DHHS-24-81-0031
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Accident Prevention; Administrator Guides; *Chil
Definitions; *Injuries; Needs Assessment; *Program Design; *P
Development; Program Evaluation; *Program Implementation; Sta
Programs
IDENTIFIERS- Epidemiology; Title V State Maternal and Child Hea
Programs

Based primarily on the experience of three childhood injury
prevention demonstration projects, this manual provides state T
V program directors with an action guide for developing targete
childhood injury prevention programs. The manual is divided int
four sections: background; program planning; program design; an
program implementation and evaluation. Containing "how-to"
information, specific examples, and helpful hints, the manual c
be used to develop a total program, to implement separate progr
components, or to improve or expand existing programs. Chapter
discusses unintentional injury among children in terms of
mortality, morbidity, and risk factors influencing injury type
distribution. Chapter II supplies concepts useful in identifyin
injury factors, conceptual tools for generating countermeasures
unintentional injury, and concepts and issues associated with
assessment of countermeasures. Program planning is discussed in
Chapters III and IV which focus, respectively, on assessing
statewide need by collecting and analyzing epidemiological data
on initial phases of program planning. Formulating strategy,
surveying prevention approaches, and designing prevention
materials, all aspects of program design, are discussed in Chap
V, VI, and VII. Chapter VIII focuses on program organization an
administration; Chapter IX discusses selection and cooperation
local communities; and Chapter X overviews evaluation design an
data analysis. (RH)

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ED 260 879 RC 015 4

Gillis, H. Lee
An Active Adventure for Groups.
PUB DATE- Jul 85
NOTE- 10p.; Paper presented at the Georgia School Counselors
Institute (St. Simons Island, GA, July 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Teaching Guides (For Teacher) (052) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Brainstorming; *Experiential
Learning; *Games; *Group Activities; *Group Therapy; Leadersh
Responsibility; Learning Activities; Outdoor Activities; *Pro
Solving; Program Descriptions; Recreational Activities

A sequence of action-oriented games and initiatives is provid
this guide for group therapy leaders who wish to employ activit
to promote trust, problem solving, and cohesion among group
members. Introductory material discusses the objectives of
action-oriented therapy, the adaptation of traditionally outdoo
activities to indoor settings, and the balance of activity time
processing time. Following the introduction, a history of advent
activities for groups is presented in outline form, highlightin
the distinctive features of Outward Bound, New Games Foundation
Playfair, and Project Adventure--organizations that have pionee
in adventure education, creative play, and experiential learnin
The third section gives directions for six warm-up games, six g
for pairs, and seven activities for group problem solving.
Following the activities are ten tips for leaders of
processing/debriefing sessions. These include asking the group
evaluate the activity, discussing how group members felt as the
were participating, and relating games and initiatives to issue
facing the group. A seven-step approach to creative problem sol
gives directions for brainstorming, identifying and evaluating
alternative problem solutions, and developing a sequential plan
implementing a solution. A bibliography of 16 references is
included. (JHZ)

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ED 260 938 SE 045

Grabowski, John, Ed.
Cocaine: Pharmacology, Effects, and Treatment of Abuse. Natior
Institute on Drug Abuse Research Monograph 50.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-84-1326
PUB DATE- 84
NOTE- 143p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government F
Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Drug Abuse; Drug Addiction; Drug Education; *Dru
Rehabilitation; *Drug Use; *Neurology; *Pharmacology; Physic
Public Health
IDENTIFIERS- *Cocaine

This monograph consists of eight papers which refer in one
another to the pharmacology of cocaine. The papers are: (1) Co
1984: Introduction and Overview" (John Grabowski); (2) "Cocain
Growing Public Health Problem" (Edgar H. Adams and Jack Durell
(3) "Neural Mechanisms of the Reinforcing Action of Cocaine" (
A. Wise); (4) "The Pharmacology of Cocaine" (Reese T. Jones);
"Assessment of the Dependence Potential of Cocaine in Animals"
(Chris E. Johanson); (6) "The Behavioral Pharmacology of Cocai
Humans" (Marian W. Fischman); (7) "Changing Patterns of Cocain
Use: Longitudinal Observations, Consequences, and Treatment"
(Ronald K. Siegel); and (8) "Cocaine Abuse: A Review of Curren
Experimental Treatments" (Herbert D. Kleber and Frank H. Gawin
References, some of them extensive, are included for each pape
list of National Institute on Drug Abuse (NIDA) research monog
is included. (JN)

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ED 260 953 SO 016

Tiffany, Phyllis G.; Tiffany, Donald W.
"The Day After": Does the Media Really Have an Impact? Study
1984--What Difference Does It Make in Experienced Control?
and III.
PUB DATE- Apr 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Rock
Mountain Psychological Association (Las Vegas, NV, April 25
1984). For related papers, see SO 016 398-399.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Confer
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Individual Power; *Locus of Co
*Mass Media Effects; *Nuclear Warfare; Personal Autonomy;
Personality Traits; Psychological Studies; Self Concept; Se
Control; Social Change; Trend Analysis
IDENTIFIERS- *Day After (The)

Three studies that measured the extent to which college stu
differed in the amount of control they experienced in situati
relating to nuclear war and in ordinary life situations such
school, community, and home are described. In the first study
college-level psychology students viewed the television film
Day After," and 26 did not. The students were given a modifie
of the Tiffany Experienced Control Scales (ECS) on the Friday
to the Sunday night airing of the film and again following th
presentation. Studies II and III were conducted to evaluate w
experienced control with regard to ordinary life stiuations c
over time (in 1984) with the same subjects or different subje
the same age. Again the ECS were administered. Findings conce
changes in the internal and external locus of control are
presented. (RM)

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ED 260 981 SO 016

Eriksson, Gillian I.
Developing Creative Thinking through an Integrated Arts Progr
Talented Children.
PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Harvard University Interna
Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Artists; Child Development; Comp
Education; Course Content; *Creative Thinking; Creativity;
Curriculum Design; Educational Objectives; Educational Stra
Elementary Secondary Education; Gifted; Instructional Desig
*Integrated Curriculum; Program Descriptions; Program Evalu
*Talent; Talent Identification; Teaching Methods
IDENTIFIERS- *South Africa

Described is a K-12 integrative arts program of the Schmere
Educational Centre, Johannesburg, South Africa, designed to h
gifted and talented children develop an understanding of the
of creative thinking as expressed through different art forms
report discusses how the program defines talent; how gifted
students are identified for program participation; the role t
creative thinking plays in child development; the integrative
of education used; educational strategies used to develop cre
thinking from the four perspectives of perception, affect,
cognition, and behavior; course content; and program evaluati
The program offers skill based courses in visual perception,
exploration of sound and movement, communication, and learnin
thinking skills. Also offered are a series of optional worksh
different art disciplines, including drama, dance, music, and
In some experimental sessions professional artists and teache
worked with the students. Concepts and ideas initiated by stu
are explored through sensory stimulation, creative problem so
and reflection. Both teachers and students rated the program
highly. (RM)

ED 260 767 JC 850 480

Wells, Tanya G.
Utilization of Skills in the Care of Patients with Deviations in
Psychosocial Adaptation (NS 207): Competency-Based Course Syllab
Chattanooga State Technical Community Coll., TN. Nursing Div.
PUB DATE- 85
NOTE- 38p.; For other course syllabi in Chattanooga State Technica
Community College's Associate Degree Nursing Curriculum, see JC
476-484.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adjustment (to Environment); Community Colleges; Cou
Content; Course Descriptions; *Course Objectives; Drug Abuse;
Nurses; Nursing; *Nursing Education; *Patients; *Psychological
Patterns; *Stress Variables; Two Year Colleges
IDENTIFIERS- Psychiatric Nursing; *Psychosocial Adaptation

"Utilization of Skills in the Care of Patients with Deviations i
Psychosocial Adaptation" (NS 207) is an associate degree nursing course offered at Chattanooga State Technical Community College. The course stresses the individual as a system in his/her psychosocial adaptation to internal and external stressors, and highlights the nurse's roles of communicator, patient teacher, anc
planner and coordinator of patient care. The course syllabus for N
207 begins with information on class, laboratory, and credit hours
prerequisites; textbooks; week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk
of the syllabus presents objectives, textual information, assignments, and questions keyed to the textbook for each of the five course units. The units focus on: (1) an overview of nursing care for patients with deviations in psychosocial adaptation; (2) promotion, maintenance, and/or restoration of psychosocial adaptation; (3) theories of behavior and implications for utilization of skills; (4) health deviations associated with substance abuse; and (5) resources available to the nurse in practicing the role of planner and coordinator of patient care. A rating instrument for clinical behaviors concludes the syllabus. (EJV)

ED 260 781 JC 850 50

Kassebaum, Peter
Cultural Molding: A Modular Approach. Cultural Anthropology.
College of Marin, Kentfield, Calif.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acculturation; *Anthropology; Community Colleges; Learning Activities; Learning Modules; *Social Behavior; *Socia Control; *Socialization; Two Year Colleges
IDENTIFIERS- *Cultural Anthropology; *Cultural Molding

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module introduces the student to cultural molding, the idea that most human behavior ca be traced to enculturation and exposure rather than to a socio-biological explanation of human behavior. Following a brief description of socialization, enculturation and acculturation, th following concepts are described and defined: (1) normative standards; (2) means of exercising social control, such as mores, folkways, story-telling and oral tradition; (3) social roles and the division of labor; (4) role conflict, role acceleration, role traits and means of role acquisition such as achievement and ascription; (5) age roles, including age grading and age-set; (6) the distinction between personal and social roles; (7) deviation, including statistical and legal deviation, subcultural exploitation, and anomie; (8) reference points; and (9) territoriality and social distance. Finally, performance activiti covering the module's content are appended. (LAL)

ED 260 796 PS 015 26

Short, Susanne
Montessori Education from the Viewpoint of Analytical Psychology.
PUB DATE- 21 Apr 85
NOTE- 20p.; Paper presented at the Annual Seminar of the American
  Montessori Society (25th, Washington, DC, April 19-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Psychology; Early Childhood Education;
  *Educational Philosophy; *Educational Psychology; Educational
  Theories; Montessori Method; *Psychiatry; *Psychoeducational
  Methods
IDENTIFIERS- *Jung (Carl G); *Montessori (Maria)

Two disciplines, Montessori education and Jungian psychoanalysi are connected by comparing the lives of Maria Montessori and C.G. Jung and their early professional and philosophical influences. T historical associations of the Montessori philosophy dating from the 1920's and 1930's are described, including the development of Montessori's views from the early theories of Jung and Freud. Specific psychoanalytic concepts of Montessori and Jung are compared and contrasted: namely, the ideas of the archetypes, the spiritual embryo, and sensitive periods. The author's personal experience with putting these ideas to work in the classroom or t psychological consulting room, based on her training as a Montessori teacher and a Jungian analyst, are described. (DST)

ED 260 812 PS 015 28

Smillie, David
Human Development, Human Evolution.
PUB DATE- 6 Jun 85
NOTE- 11p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Comparative Analysis; *Cooperation; *Evolution; *Individual Development; *Infants; Sociobiology
IDENTIFIERS- *Chimpanzees; Comparative Evolution; *Piagetian Theo
Referential Communication

One of the truly remarkable events in human evolution is the unprecedented increase in the size of the brain of "Homo" over a brief span of 2 million years. It would appear that some significant selective pressure or opportunity presented itself to
this branch of the hominid line and caused a rapid increase in th
brain, introducing a wholly new kind of cognitive orientation toward the external environment. The nature of the causes of this
dramatic shift are presently under debate. Arguably, the remarkab
increase in the size of the brain of different species of "Homo" arose from the selective advantages of a communication system permitting the exploitation of shared information. To test this evolutionary hypothesis, it is useful to look at patterns of development in humans and in our nearest primate relatives, chimpanzees. Comparison of developmental patterns of human infant
and comparable chimps shows that human infants go through a developmental sequence of (1) showing an object to an adult, (2) giving objects to others, (3) pointing to objects in a communicative context, and (4) labeling objects by means of a vocalization. Infant chimps go through the stage of showing, but they do not give, point, or label. Positing the existence of a cooperative strategy in Pliocene hominids is consistent with thes
developmental differences. (RH)

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ED 260 894 SE 045 9

Stefanko, Michael; And Others
Stress Effects Related to Toxic Waste.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Convention of the Western
Psychological Association (San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conferen
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Attitudes; Educational Attainment;
*Environmental Influences; *Hazardous Materials; Physical
Environment; Physical Health; Quality of Life; *Stress Varia
*Wastes

The issue of accidental environmental contamination of homes
businesses has been of increasing concern. Actual costs to sta
and federal governments for relocation of persons and restorat
of habitats have run into the tens of millions of dollars. In
addition to these real costs, there have been more illusive cos
to public health. These costs are found both in increased leve
negative physiological and psychological effects. The two sour
thus far identified as causes of these effects are toxic agents
stress. Since, up to this point, research has focused upon tox
agents, this paper addresses issues related to the effects of
stress. Adult residents (N=396) living adjacent to the only Cl
sanitary landfill in southern California participated in a sur
which asked for demographic information (including educational
levels), health-related information (such as frequency of cold
sleep problems), and questions about stress-related issues
(demoralization, current upset, perceived threat to physical
health, attitude toward quality of life, and trust in authorit
Although significant correlations were noted (such as between
educational level and demoralization), overall results suggest
while a toxic waste receiving landfill generates some degree o
stress, it is insufficient to produce recognizable levels of
behavioral effects. (JN)

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ED 260 909 SE 045 9

Questions & Answers about Aeronautics and Space.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Genera
(050)
DESCRIPTORS- *Aerospace Education; Earth Science; *Elementary Sc
Science; Elementary Secondary Education; *Resource Materials;
Science Education; *Secondary School Science; *Space Explorat
*Space Sciences
IDENTIFIERS- *National Aeronautics and Space Administration

Answers to 27 questions about aeronautics, space, and the Nat
Aeronautics and Space Administration (NASA) are provided in this
pamphlet. Among the topics dealt with in these questions are: co
of the space program; NASA's role in aeronautics; benefits rece
from the space program; why the United States hasn't developed
means of rescuing individuals who are in trouble on space missi
how to write to an astronaut or receive an astronaut's autograph
courses that should be taken in school in order to become a NASA
astronaut or scientist; how to obtain NASA educational materials
and NASA activities with elementary and secondary schools. Curre
addresses for obtaining materials and/or additional information
included when applicable. (JN)

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ED 260 925 SE 045 9

Donovan, Edward P.
Using Concept Mapping in the Biology Classroom.
PUB DATE- 21 Oct 83
NOTE- 21p.; Workshop presented at National Association of Biolo
Teachers National Convention (Philadelphia, PA, October 21, 1
Document may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Class
Use - Teaching Guides (For Teacher) (052) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Concept Formation; *Ecology; Elementary
Secondary Education; Learning Strategies; *Science Instructio
Teaching Methods
IDENTIFIERS- *Concept Mapping

Concept mapping, a technique based on David Ausubel's theory
meaningful learning, involves the organization of concepts int
hierarchical arrangement. Suggestions for incorporating this
learning strategy into the biology classroom are presented and
discussed. Steps in concept mapping include: (1) identifying
important concepts in the study materials; (2) ranking concept
from the most general to most specific; and (3) arranging conce
on a piece of paper and defining connections between related
concepts. A concept map for animals is developed from a textboo
paragraph. Three student-designed maps (dealing with
photosynthesis, cells, and organic compounds) and a form for qu
scoring are included in an appendix. Also included are forms fo
assessing student-developed concept maps and a list of definiti
for the word "concept." (DH)

ED 260 602 HE 018 550

Quick, Miriam M.; And Others

A Preliminary Examination of the Impact of Selected Educational Variables on the SBTPE and NCLEX.

PUB DATE- 85

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Bachelors Degrees; *Certification; *College Graduates; Comparative Testing; Higher Education; National Competency Tests; *Nurses; *Nursing Education; Predictor Variables; *Scores; State Standards; Testing Programs

IDENTIFIERS- East Carolina University NC; *National Council Licensur Examination; *Professional Licensing Examinations; State Board Tes Pool Examination

The performance of baccalaureate nursing school graduates on the new National Council Licensure Examination (NCLEX) was compared to graduates' performance on the old examination, the State Board Test Pool Examination (SBTPE). Data were gathered for 287 graduates who took the SBTPE between 1979-1981 and 175 graduates who took the NCLEX in 1982 and 1983. The passing rate of East Carolina University graduates on the NCLEX increased by almost 12 percent during 1982 and 1983. Graduates had a higher passing rate on the NCLEX compared to the SBTPE. For both licensing examinations, transfer and older graduates had higher passing rates than nontransfer and younger graduates. Compared to graduates who failed either licensing examination, graduates who passed the examinations had: higher mean raw scores on six National League for Nursing Achievement Tests, higher mean scores on the verbal and math Scholastic Aptitude Tests, and higher mean grade point averages and grade averages in selected study fields (mathematics-science, social science, nursing theory, and clinical nursing). (SW)

ED 260 616 HE 018 568

Belanger, Charles H., Ed.
Beyond Retrenchment: Planning for Quality and Efficiency. Proceedings: Forum of the European Association for Institutional Research (6th, Brussels, Belgium, August 21-24, 1984).
European Association for Institutional Research.
REPORT NO.- ISBN-0-9692000-0-5
PUB DATE- Aug 84
NOTE- 148p.; Financial support provided by the Belgian National Council for Research Policy, Ministry of Education--Dutch Division, and the Vrije Universiteit Brussel.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Planning; *Educational Quality; Financial Problems; *Foreign Countries; *Higher Education; *Institutional Research; Mathematical Models; Program Evaluation; Retrenchment; School Business Relationship; *Statistical Analysis; Technology Transfer
IDENTIFIERS- *Europe; Strategic Planning

Planning, quality, and efficiency in universities are addressed in the proceedings of the 1984 forum of the European Association for Institutional Research. In addition to quality and efficiency in higher education, the 12 papers and 22 abstracts cover: evaluation of research and programs, the application of statistical techniques, strategic planning, entrepreneurial approaches, technology, and case studies of institutional research. Papers and authors include: "Planning for Quality and Efficiency in Higher Education" (Cameron Fincher); "Program Quality: Definition, Assessment, Enhancement" (Bas Savenije); "The Use of Bibliometric Data as Tools for University Research Policy" (H.F. Moed, W.J.M. Burger, J.G. Frankfort, A.F.J. van Raan); "Program Reviews, Planning, and Data Bases: The Experience of a Large University" (Edward A. Holdaway); "Mathematical and Statistical Modelling: The Careful Path Between Enthusiasm and Scepticism" (Claude Cossu); "Applying Robust Regression Techniques to Institutional Data" (Carlos Siau, Peter Rousseeuw, Annick Leroy); "Applying Strategic Planning in Academic Departments: Taking Charge of Change" (Sidney S. Micek); "The Impact of Institutional Research on Educational Decisions: Three Examples with Applications" (Poul Bonde); "Managing Financial Compression: One University's Experience" (Cynthia Hardy, Charles H. Belanger); "The Natural History of a Reorganization Project" (P. Verweel); "College and University Retrenchment: Its Impact on Non-Academic Revenue Sources" (Edwin R. Smith, Ben J. Tuchi); and "Technology Transfer from Universities into Industry" (L. J. Kail, P. J. Luther). (SW)

Moore, David Thornton
Students at Work: Identifying Learning in Internship Settings. NSIEE OCcasional Paper #5.
National Society for Internships and Experiential Education, Raleigh, NC.
PUB DATE- 82
NOTE- 20p.; For related documents, see HE 018 617-635.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Experiential Learning; Feedback; Information Needs; *Internship Programs; *Interpersonal Relationship; *Job Analysis; Job Performance; *Learning Experience; Nontraditional Education; Secondary Education; Student Responsibility; *Task Analysis

The nature of education as a social process in workplace settings outside of schools was explored over 3 years at 35 intern settings for an alternative high school program in a large city. The experiences of students at the 35 sites were compared to identify essential features of work tasks and the social means to accomplish these tasks. Two categories of task features were examined: logical-technical and pragmatic. Tasks not only accomplish part of the organization's mission but also serve social functions. Pragmatic features include: someone else's work may be affected by completion of a work task, and certain qualifications/attitudes are needed to perform job duties. The social means used to do work may be described by the following three segments or phases: establishing, accomplishing, and processing. It was found that workers in various situations used very different means for doing tasks in these phases, and that the means chosen were linked to the forms of knowledge the intern encountered. In addition to examining the historical dimensions of the student's experience in the placement site, attention was directed to understanding how the experience was integrated at progressively higher levels. (SW)

ED 260 711 IR 051 181

Berger, Patricia W., Ed.; Robinson, Barbara M., Ed.
The Role of the Special Library in Networks and Cooperatives. Fina
Report. Volume 1.
SPONS. AGENCY- National Commission on Libraries and Information Science, Washington, D. C.; Special Libraries Association, New York, N.Y.
PUB DATE- 84
NOTE- 326p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Information Networks; *Information Science; Library Associations; *Library Cooperation; *Library Networks; Library Research; Library Role; *Library Services; Library Surveys; Prog Descriptions; *Special Libraries; Surveys; Technological Advancement; User Satisfaction (Information)
IDENTIFIERS- *Resource Sharing

This report presents the research and findings of the 16-member Task Force on the Role of the Special Library in Nationwide Networks and Cooperative Programs. Four working groups studied the following issues: constituencies; network legislation; benefits, barriers, and constraints to and from special library participatio in networks; and the effects of the new and emerging technologies. An executive summary and a discussion of 13 strategic recommendations are provided first, followed by 7 chapters: (1) Characteristics of the Special Library Community; (2) The Task Force's Surveys; (3) NCLIS (National Commission on Libraries and Information Science) and WHCLIS (White House Conference on Library and Information Services) Perceptions of Special Libraries; (4) Networking--A Review of Selected Legislation, Regulations, and Related Issues; (5) Networking Benefits, Barriers, and Constraints from the Special Library Point of View--the Myths and the Realities; (6) New and Emerging Information Technologies--Their Push-Pull Effects on Special Libraries; and (7) Recommendations Implementation Schedule. Appendices include: two NCLIS/SLA (Special Library Association) Task Force survey instruments used in the surveys of SLA, and the networks and bibliographic utilities; six case studies of special library networking; a selected bibliography; a list of the NCLIS/SLA task force membership and a chronology of meetings and additional activities. (THC)

ED 260 725 IR 051 226

Winkel, Annette; Schwarz, Stephan
A Model for S&T Information Provision to Small R&D Systems in Developing Countries with Case Studies in Ethiopia and Tanzania. Stockholm Papers in Library and Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
REPORT NO.- TRITA-LIB-1134
PUB DATE- Aug 84
NOTE- 16p.; For related documents, see IR 051 225-227.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Developing Nations; Higher Education; *Information Dissemination; Information Retrieval; Information Services; *Information Systems; International Organizations; Library Cooperation; Models; Program Descriptions; Public Agencies; *Research and Development; *Scientific and Technical Information
IDENTIFIERS- *Ethiopia; *Tanzania

By carefully considering the special characteristics of two small African scientific and technical (S&T) information systems for research and development (R&D), this report defines a simple and straightforward model which can be easily implemented in similar situations with a minimum of external support. The model is designed to build up a local (I&D) competency and to broaden the interface between local R&D activities in Africa and international advances. Following an introduction, the report is divided into five sections: (1) General Problems of Information Provision in Small Systems; (2) The User Community for Science and Technology Information; (3) Science and Technology Information Provision: Present Sources and Organization; (4) Proposals for Strengthening Scientific and Technical Information Provision; and (5) Strategic Issues. A four-item bibliography is included. (THC)

ED 260 739 JC 850 273

Polowczyk, Carl
Bronx Community College Urban Community College Transfer Opportunities Program: Ford Foundation Report.
Bronx Community Coll., N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 30 May 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1
DESCRIPTORS- *Academic Advising; Articulation (Education); *Colle Transfer Students; Community Colleges; Higher Education; Progra Descriptions; *School Holding Power; *Student Personnel Service *Transfer Programs; Two Year Colleges
IDENTIFIERS- Urban Transfer Opportunities Program

In 1983, Bronx Community College initiated a project to increas the transfer possibilities of its students through activities focusing on increased retention and graduation rates, increased transfers to four-year colleges, and improved services to transfe students. The project's first objective, improving student information services, was met by the production of an electronic version of the student handbook and the installation of an on-lin System for Interactive Guidance and Information. The second objective, redesigning and strengthening transfer advisement and liaison systems, was addressed through the activities of the newl created position of transfer officer. The third objective, strengthening the academic program, was met through block programming of students, adding faculty to the STARS (Strategies for Teaching And Reinforcing Skills) program, experimenting with computerized videotapes, and strengthening the English Department' writing program. All activities have been institutionalized. The bulk of the document consists of appended reports for each of the component activities. (EJV)

ED 260 939 SE 045

Buethe, Chris

The Status of Indiana Teachers' Environmental Knowledge and Attitudes.

SPONS. AGENCY- Indiana State Univ., Terre Haute.

PUB DATE- 85

NOTE- 35p.; Study was conducted with support from the Indiana University Research Fund.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionna Evaluation Instruments (160)

DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Energy Education; *Environmental Education; *Kno Level; Questionnaires; Secondary School Teachers; Semantic Differential; State Surveys; *Teacher Attitudes; Teacher Bac

IDENTIFIERS- *Environmental Attitudes; Environmental Literacy; *Indiana

This study investigated the capability of Indiana elementary secondary school teachers to deal effectively with education a the environment and related energy issues. Questions addresse were: (1) What do Indiana teachers know about their physical environment? (2) How do Indiana teachers feel about the environment? and (3) How do the teachers' responses compare t those given by teachers a decade ago? Recently certified eleme and secondary teachers were randomly sampled by mail and data compiled on 204 respondents. Teachers provided information on personal and professional backgrounds and completed a two-part knowledge-related scale on energy/environmental terms, concept and problems. A third part of the survey was designed to indic the feelings and attitudes of these teachers toward 21 selecte energy/environmental expressions (using a semantic differentia format). Analysis of the results reveal that current teachers too little about energy and the environment but know somewhat than their counterparts in 1974-75. It is indicated that India teachers are caring, but are only partially literate regarding energy and the environment. (An appendix contains the complete survey instruments.) (ML)

ED 260 967 SO 016

Rei hart, Mary Ann; And Others

Assessment of Gilligan's Model: Development of the Relationsh
  Inventory.

PUB DATE- Apr 85

NOTE- 9p.; Paper presented at the Biennial Meeting of the Soc
  Research in Child Development (Toronto, Ontario, Canada, Ap
  25-28, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Confer
  Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attachment Behavior; Behavioral Science Research
  Developmental Psychology; Developmental Stages; *Females;
  *Individual Development; *Interpersonal Relationship; Self
  Evaluation (Individuals)

IDENTIFIERS- *Gilligan (C)

This study designed and tested the Relationship Self Invent (RSI) intended to measure the self-descriptive value of Gilli "connected self-in-relation-to-others" model. Gilligan's rese indicates that the formation of self based on connection with others and an orientation to care (connected self) is associa primarily with women. The RSI survey consists of 27 items arr in four scales: (1) the Connected Self scale; (2) the Self Ca from Need scale; (3) the Primacy of Other Care (POC) scale; a the Self and Other Care Chosen Freely scale. The RSI survey w completed by 526 adult women, ages 21 to 85, most with a high school education or less. The Inventory was found to reliably measure Gilligan's model. Ninety percent of the respondents reported that the Connected Self scale was self-descriptive, percent indicated their care orientation was described by the scale. Consistent with Gilligan's model, the POC scale was self-descriptive of the older (42-85) rather than the younger (21-41) women. Homemakers (48 percent) were less likely than respondents to be described by the Self Care from Need scale the Self and Other Care Chosen Freely scale. (Author/RM)

ED 260 657 HE 018 650

Rice, R. Eugene

Strategies for Relating Career Preparation and Liberal Learning. An Assessment of the Eleven Projects in the Foundation's Grant Series in Higher Education. A Northwest Area Foundation Higher Education Report.

Northwest Area Foundation, St. Paul, Minn.

PUB DATE- 83

NOTE- 58p.

AVAILABLE FROM- Northwest Area Foundation, West 975 First National Bank Building, Saint Paul, MN 55101-1373.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Students; *Career Planning; College Faculty; College Students; *Curriculum Development; *Education Work Relationship; *Experiential Learning; *Faculty Advisers; Financial Support; Higher Education; Internship Programs; *Liberal Arts; Nontraditional Education; Occupational Aspiration; Philanthropic Foundations; Program Evaluation; School Business Relationship; Skill Development

IDENTIFIERS- Carleton College MN; Clarke College IA; Gonzaga University WA; Gustavus Adolphus College MN; Jamestown College ND; Minneapolis Community College MN; Montana State University; *Northwest Area Foundation MN; Northwestern College IA; Saint Olaf College MN

College projects designed to relate career preparation and liberal learning that were funded by the Northwest Area Foundation's "Balancing Career Preparation and Liberal Learning" grant series are described. The types of projects and the 11 participating colleges are as follows: career clusters for liberal arts students (University of Iowa); the faculty advising role (Carleton College, Clarke College, Northwestern College); student internships (Montana State, Clarke); faculty nonacademic internships (St. Olaf College); interdisciplinary senior seminars on social issues (Gonzaga University); career concentrations (Northwestern College); a career and life planning course (Gustavus Adolphus College); identifying career-related liberal arts skills (Clarke, Gustavus Adolphus); strengthening career development resources (Jamestown College); a college for working adults (Minneapolis Community College); and college-business cooperation in work-site education (General College, University of Minnesota). Conclusions about the relationship of liberal learning and meaningful work are included, along with: brief comments of project directors; names of project contacts and external evaluators; and an annotated resource list which includes publications from the "Liberal Learning and Careers" project of the Association of American Colleges. (SW)

ED 260 671 HE 018 667

Lee, John B.
The Distribution of Student Financial Aid: Trends among the Postsecondary Sectors.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Jun 85
NOTE- 28p.; For related documents, see HE 018 666-669.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193 ($8.00 nonmembers; $5.00 members).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Dependents; Economic Factors; *Federal Aid; Financial Policy; Grants; Inflation (Economics); *Postsecondary Education; Private Colleges; Proprietary Schools; *Public Policy; *Resource Allocation; State Aid; State Colleges; State Universities; *Student Financial Aid; Student Loan Programs; Two Year Colleges; Veterans; Work Study Programs
IDENTIFIERS- *College Costs; College work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Pell Grant Program; Public Colleges; Social Security Student Benefits Program; Supplemental Educational Opportunity Grants; Veterans Educational Assistance Program

The distribution of student aid among the five sectors of postsecondary education is examined: proprietary schools, two-year public colleges, four-year public colleges and universities, two-year nonprofit private colleges, and four-year nonprofit private colleges and universities. Attention is also directed to the ways this aid distribution has changed from 1975 to 1984, and the links between policy changes and shifts in distribution. In addition to state grant aid and institutional aid, eight federal student aid programs are considered: the Pell Grant program, the Supplemental Educational Opportunity grant program, the National Direct Student Loan program, the Guaranteed Student Loan program, the College Work-Study program, Social Security Administration dependents benefits; and Veterans Administration educational benefits. Major findings show that: the distribution of student assistance has undergone considerable shifts in the past 10 years, due in large part to the rapid growth of the proprietary sector; the elimination of Social Security and Veterans Administration support for students has had a substantial impact on the mix between loans and grants; and the maximum and average financial aid awards in the various programs have not kept pace with inflation. (SW)

Kadec, Sarah T.; Jover, Antonio

Transfer of the EPA/NIH Chemical Information System (CIS) to Privat
Management.

PUB DATE- Mar 85

NOTE- 13p.; Paper presented at the Annual Conference of the Nationa
Federation of Abstracting and Information Services (Arlington, VA
March 3-6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Problems; Change Strategies; Chemical Analysis; *Chemical Industry; *Chemistry; *Computer Software; *Databases; Government Role; Organizational Change

IDENTIFIERS- Environmental Protection Agency; Private Sector

This paper discusses the programmatic concerns, the evaluation, a
the ultimate decisions which led to the transfer of CIS (Chemical Information System) to the private sector. CIS is a complex, integrated system of some 20 chemical databases and data analysis programs which provide access to physical, toxicological, environmental effects, and regulatory data on approximately 350,000 chemicals. Originating at the National Institutes of Health in the early 1970's, CIS was transferred to the U.S. Environmental Protection Agency (EPA) in 1973. Subsequently, EPA was responsible for the coordination of the system's activities, the letting of contracts, and the provision of several databases to the system. Both the problems in funding and management associated with EPA control, and the actions taken by EPA which eventually led to the transfer of the system to the private sector, are discussed. These actions included: (1) addressing problems associated with management issues under the present contract; (2) a major information management review of all aspects of the system and an internal management review; (3) establishment of two review panels to provide objective evaluations of the system and its framework; and (4) a report from the review panels. The panels found that existing CIS capabilities were inadequate to meet demands for chemical information, and recommended a more appropriate management concept--a separate government management role from a private sector implementation role. The report concludes with information on how the transfer of CIS to the private sector was accomplished, and a discussion of the changing conditions that made such a transfer necessary. (JB)

ED 260 698 IR 011 771

Sudlow, Lynda L.
Classroom Computer Aide, Especially for Elementary Teachers Just Getting Started with Microcomputers.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (No Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Drills (Practice); Elementary Education; Elementary School Students; Elementary School Teachers; Instructional Materials; *Microcomputers; Programing Languages; Skill Development; Traini Methods
IDENTIFIERS- BASIC Programing Language

Designed to instruct both elementary school teachers and students in the practical use of computers, this manual contains 20 sample drill and practice examples of computer aided instructional programs. The programs were written using a TRS-80 Model III microcomputer, but can be adapted to most other microcomputers that utilize the BASIC language. The manual begins with an introduction to the programs, including simple suggestions for starting up the computer, inputting information and saving it, and the use of commands such as NEW, RUN/STOP, SAVE, and HOME. The sample programs include title, purpose of instruction, and a print-out of line numbers, text, and commands for inputting the program. Program titles are: Missing Letters; Guess the Letter; Alphabetical Order--Letters; Alphabetical Order--Beginnings; Alphabetical Order--Words; Ending Sounds; Capitalization; Spelling Test; Punctuation; Addition Practice; Subtraction Practice; Multiplication Practice; Division Practice; Greater Than/Less Than; Reducing Fractions; Fraction Conversion; Grouping Vertebrates; History Sequences; Presidents; and States and Capitols. (JB)

ED 260 753 JC 850 465

Keyser, John S., Ed.
Toward the Future Vitality of Student Development Services. Summar
Report of a Colloquium Held at Traverse City, Michigan, August
1984.
American Coll. Testing Program, Iowa City, Iowa.
SPONS. AGENCY- National Council on Student Development, Washingtor
D.C.
PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
Opinions/Personal Viewpoints/Position Papers/Essays (120) Collec
Works - Proceedings (021)
DESCRIPTORS- *College Planning; Community Colleges; *Educational
Philosophy; *Student Development; *Student Personnel Services; T
Year Colleges

This colloquium report presents four views on the future of stuc
services in the two-year college. First, "Student Development Philosophy: A Perspective on the Past and Future," by Terry O'Banion, discusses the origins of the student development profession, the emerging "student development model," and the projected impact of the quality reformation, educational technology, finances, and the community college mission. Next, "Student Development and College Services: A Consumer Perspective, by Ernest R. Leach, reviews the "in loco parentis," student services, student development, and consumer models of student development and personnel services. In "Student Developers--Partners in Student Success," Lee Noel and Randi Levit
define the roles of the student services professional as the educational interpreter and the essential learning agent, contending that the key to attracting and retaining students is a focus on identifying and developing competencies for the information age. "A President's Perspective on Effective Leadershi
in Student Services," by Paul A. Elsner, asserts that integration of student and instructional services will be a necessary ingredient to successful educational programs, suggesting that a human resources management philosophy holds promise for student development professionals. The concluding presentation, "1984 Traverse City Statement: Toward the Future Vitality of Student Development Services," by John S. Keyser, reaffirms the philosophy and purpose of student development services in the two-year college, defines the major issues facing the profession, and puts forth an agenda for local and national action. (EJV)

ED 260 782 JC 850 504

Kassebaum, Peter
Ethnographic Film: A Modular Approach. Cultural Anthropology.
College of Marin, Kentfield, Calif.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classro
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; Community Colleges; *Cross Cultural
Studies; Ethics; *Ethnography; *Film Production; *Films; Learnin
Activities; Learning Modules; Responsibility; Two Year Colleges
IDENTIFIERS- *Ethnographic Films

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module examines concerns that should be addressed when using ethnographic films to explore cross-cultural perspectives. Beginning with a brief discussion of the purpose of ethnographic films, the filmmaker's perspective is discussed, stressing the need for viewer analysis o how a culture has been portrayed. The module further asserts that since most ethnographic films provide incomplete information about sex and age roles, student viewers should be aware of the imbalanced presentation of those roles in many films. The cultural state (i.e., the overall status and position of a cultural group within the larger society) and the ethnographic present (i.e., the culture's contemporary situation) are discussed as important aspects to be included in ethnographic films. Finally, the filmmaker's obligation to provide the viewer with information abou special circumstances affecting the film's validity, and the educational usefulness of ethnographic films, are discussed. (LAL)

ED 260 838 PS 015 30

Eichler, Margrit; And Others
Social Change and Family Policies. Key Papers, Part 2. Internati
CFR Seminar (20th, Melbourne, Australia, August 19-24, 1984).
Institute of Family Studies, Melbourne (Australia).
PUB DATE- Jul 84
NOTE- 272p.; For related documents, see PS 015 307-311.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Stree
Melbourne, Victoria, 3000, Australia (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal
Viewpoints/Position Papers/Essays (120) Reports -
Research/Technical (143)
DESCRIPTORS- Aging (Individuals); Divorce; *Economic Factors;
Employment; *Family (Sociological Unit); *Family Structure;
Government Role; *Legal Problems; *Public Policy; Seminars; *S
Change; Social Services; Social Support Groups; Taxes
IDENTIFIERS- Australia; *Family Policy

These papers from an International Committee on Family Researc
(CFR) seminar explore seven themes, three of which are presented
Part 2. Work, economic policies, and welfare consequences and
responsibilities (Theme 5) are discussed in Margrit Eichler's "T
Familism-Individualism Flip-Flop and Its Implications for Econom
and Social Welfare Policies" and in Andrew Burbidge and Frank Ma
"Throwing Out the Baby...the Need To Assess Unintended Outcomes
Tax Transfer Options." Intergenerational exchange, aging trends,
and the public/private support dimensions (Theme 6) are discusse
in "Managing Interdependence: Family Development, Policy, and th
Care System in an Aging Society" by Karen Altergott, in "Family
Support Networks and Public Responsibility" by Pete D'Abbs, and
"Social Change and Support of the Australian Aged: Individual,
Family, and Government Responsibilities" by Hal Kendig. Finally,
legal regulation of the family and the effect of changes in the
family (Theme 7) are explored by Jacques Commaille, Margaret
Harrison, and John Eekelaar, respectively, in "From a Socio-Lega
Approach to Divorce to a Sociology of Socio-Legal Regulation as
Applied to the Family," "The Changing Role of Law in Marital
Breakdown," and "Legal Systems and Families." (RH)

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ED 260 866 RC 015 40

Gale, Nancy
Child Sexual Abuse in Native American Communities.
National American Indian Court Judges Association.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Aug 85
NOTE- 16p.
AVAILABLE FROM- National Indian Law Library, 1506 Broadway, Boul
CO 80302 (Copies can be ordered, for mailing costs).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *American Indians; *Child Abuse; Child Advocacy; Children; Child Welfare; Community Resources; *Community Role; Cultural Differences; Incidence; Legal Responsibility; *Preven *Sexual Abuse; Social Differences; *Social Influences; Social Services; Tribes

Information on causes and warning signs of child sexual abuse, examples of treatment, and prevention resources are presented in this guide which highlights cultural differences in American Inc communities that may influence the occurrence and prevention of child sexual abuse. The guide begins by stating that from the limited statistics available, American Indian communities experience child sexual abuse at approximatley the same rate as non-Indian communities. A question-answer format provides a definition of child sexual abuse, characteristics of sexual offenders and children at-risk for abuse, and behaviors that can indicate abuse. The remainder of the guide, stressing community responsiblity, outlines nine steps for communities to take in th prevention of child sexual abuse. Prevention measures include community education, personal safety curriculum in schools, workable reporting mechanisms, interagency cooperation, and training for professionals. Special problems and resources when sexual abuse occurs in Native American communities are summarize Problems include distrust of the legal and social agencies inter to help and problems of legal jurisdiction which make both servi and prosecution difficult to obtain. Resources include the influence of tribal leaders and traditional practices, such as t talking circle, for problem solving among tribal members. (JHZ)

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ED 260 880 RC 015 4

Gillis, H. Lee
The Strategic Use of Adventure Activities with Couples.
PUB DATE- May 85
NOTE- 5p.; Paper presented at the Georgia Association for Marri
and Family Therapy Annual Conference (Jekyll Island, GA, May
1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Speeches, Conference Papers, "Papers
Presented at..." (150)
DESCRIPTORS- Adults; *Adventure Education; *Experiential Learni
*Games; *Group Activities; Group Therapy; Learning Activities
Marriage Counseling; *Problem Solving; *Spouses

Activities commonly associated with outdoor adventure educati
be used effectively in therapy for couples. The adventure educa
concepts of risk, trust, fear, anxiety, dependence/independence
problem solving, and intimacy are all dealt with in therapy and
enrichment experiences for couples. While the outdoor environmen
has a tremendous impact, many adventure activities can be adapte
for the indoor therapy room. Directions are provided for six
adventure activities for pairs and eight for groups. The activit
require problem solving and cooperation and include games and
initiatives such as "Stand-up" (pairs grab hands, place feet
together, and attempt to stand up simultaneously), "Pyramid" (th
group forms a symmetrical pyramid and attempts to walk forward),
and "Four Pointer" (groups of seven arrange themselves so that
have only four points of contact with the floor). A list of seve
resources is included. (JHZ)

ED 260 954 SO 016

Nelson, Jack L.
Upton Sinclair and the New Critics of Education.
PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Nati
Council for the Social Studies (64th, Washington, DC, Novem
15-19, 1984). Print is blurred.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; *Educational Change; *Educational Hi
*Educational Needs; *Educational Quality; Educational Resea
Elementary Secondary Education; Higher Education; Literary
Research Needs; Writing (Composition)
IDENTIFIERS- Muckraking; *New Criticism; *Sinclair (Upton)

Upton Sinclair's critique of education is examined, and wha
today's critics of education can learn from him is discussed.
Sinclair is an example of deep or new critics of education wh
with more than surface blemishes and relate school criticism
deeper social issues like justice. In 1922 Sinclair conducte
personal interviews with educators throughout the United Stat
called public attention to root problems in schooling, academ
freedom, and corporate society through a rough journalistic s
and muckraking. For example, Sinclair's book "The Goose-step"
filled with straightforward comments on specific colleges whe
identified linkages to industrialists and cozy relations betw
big business and academia. Sinclair identified specific
industrialists and capitalists as behind-the-scene manipulato
higher education. This basic criticism of capitalist greed an
manipulation as detrimental to education is also a theme comm
current deep critics of education. Current critics can learn
from Sinclair. They should conduct another cross-country pers
study today and report their findings using Sinclair's clear
straightforward identification of evils. (RM)

ED 260 797 PS 015 264

Randolph-Robinson, Brenda
The Depiction of South Africa in U.S. Materials for Children.
Council on Interracial Books for Children, Inc., New York, N.Y.
PUB DATE- 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Audiovisual Aids; Blacks; Book Reviews; *Childrens Literature; *Colonialism; Elementary Secondary Education; Forei Countries; Instructional Materials; Propaganda; *Racial Bias; *Textbook Bias; Whites
IDENTIFIERS- *Apartheid; *South Africa

The three articles in this issue provide (1) an examination of current textbooks revealing most have misleading, inaccurate, or racist contents; (2) results of a study reviewing more than 40 children's books and finding that even the newest are generally inadequate, and older titles still in circulation are blatantly biased; and (3) a description and list of recommended audio-visua materials. The first and second of these articles were written by Brenda Randolph-Robinson; the third was written by Marylee Crofts Also provided are suggestions concerning a variety of resources with which educators can disseminate accurate information about South Africa. (RH)

ED 260 910 SE 045 9

Lifestyles of the Stars.

National Aeronautics and Space Administration, Cocoa Beach, Fla
F. Kennedy Space Center.

PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Gener
(050)
DESCRIPTORS- *Astronomy; Earth Science; *Science Education; Sec
Education; Secondary School Science; Space Sciences
IDENTIFIERS- *Black Holes; *Stars

Some general information on stars is provided in this Nationa Aeronautics and Space Administration pamphlet. Topic areas brie discussed are: (1) the birth of a star; (2) main sequence stars; (3) red giants; (4) white dwarfs; (5) neutron stars; (6) supernovae; (7) pulsars; and (8) black holes. (JN)

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ED 260 982 SO 016

Bailin, Sharon
Creativity and Skill.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Harvard International Conf
on Thinking (Cambridge, MA, August 19-23, 1984).
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Publishers
102, 365 Broadway, Hillsdale, NH 10742 ($5.00; 1-10 copies,
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Expression; Creative Development; *Creative
Expression; Creative Thinking; *Creativity; Skill Analysis;

It is frequently maintained that creativity involves flexib
spontaneity, and divergent thinking. Contrary to this commonl
notion, rules play a central role in creativity. For example,
art most work is not revolutionary but rather takes place wit
framework of rules dictated by a tradition, a school, or a st
Skills, too, are part of the realm of creativity. Skills are
simply habits which, once learned, become automatic. True ski
involves care, vigilance, and criticism. A skilled performanc
example, is one which can be adjusted to changing circumstanc
Learning skills is in fact an important part of creativity. (

ED 260 895 SE 045

Berty, Rolando; Esquivel, Juan M.
Science and Mathematics Education Research in Costa Rica.
Costa Rica Univ., San Jose. Research Inst. for the Improvement
Costa Rican Education.
PUB DATE- 85
NOTE- 9p.; Paper presented at the International Symposium for
Improvement of Education and International Relations through
Cooperative Research (Columbus, OH, April 12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at...
Reports - Research/Technical (143)
DESCRIPTORS- *Calculators; Educational Diagnosis; *Educational Research; Elementary Secondary Education; *International Educational Exchange; *Mathematics Education; Mathematics Instruction; *Science Education; Science Instruction
IDENTIFIERS- *Costa Rica; Mathematics Education Research; Scie
Education Research

Increased emphasis on science and mathematics education rese
Costa Rica since 1973 is reported. The majority of the studies
carried out in the past 12 years have been diagnostic studies.
General findings are listed, under the headings of certificati
supervision, basic skills, teaching methods, attitudes, and
curriculum. The diagnostic stage is now considered over, and t
is interest in putting into practice and evaluating teaching
innovations, and improving in-service teacher preparation. The
for financial support is noted. International Consortium for
Concept Learning activities are discussed, with the current pr
on calculators briefly described. (MNS)

DOCUMENT RESUME

ED 260 983 SO 016 770

Koplowitz, Herb
Post-Logical Thinking.
PUB DATE- Aug 84
NOTE- 34p.; Paper presented at the Harvard International Conference on Thinking (Cambridge, MA, August 19-23, 1984).
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Publishers, Suite 102, 365 Broadway, Hilldsale, NJ 07642 ($5.00; 10 or more copies, $3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Adult Learning; *Cognitive Development; *Cognitive Processes; Critical Thinking; Learning Theories; Problem Solving

A theory of adult cognitive development which includes two post-formal operational stages is described. The paper is divided into three sections. The first section provides background for discussion of the theory. A case study in which various employees in a hypothetical organization react to a problem is provided. Examples of pre-logical, logical, post-logical, and unitary thought are demonstrated and illustrated with charts. In a second section, an analysis of critical thinking is provided. According to this analysis, three balances must be maintained in the training of critical thinking: the balance between sufficient research and realizing when to act; the balance between trust in hunches and unbiased use of evidence; and the balance between abstract and concrete thought. The importance of cognitive development is discussed in the final section. Notes and a bibliography conclude the paper. (LP)

DOCUMENT RESUME

ED 260 998 SO 016 791

Women as Members of Communities. Third Grade Social Studies: Abigail Adams, Sarah Winnemucca, Helen Keller, Shirley Chisholm, March Fong Eu, and Carmen Delgado Votaw.
National Women's History Project, Santa Rosa, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 85
NOTE- 60p.; For related documents, see SO 016 788-790.
AVAILABLE FROM- National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Blacks; Chinese Americans; *Community Leaders; Cultural Background; Disabilities; Ethnic Groups; Ethnic Studies; *Females; Feminism; Grade 3; Hispanic Americans; Leadership; Learning Activities; *Multicultural Education; Primary Education; Puerto Ricans; Resource Materials; Sex Role; *Social Studies; *United States History; Units of Study; *Womens Studies
IDENTIFIERS- Adams (Abigail); Chisholm (Shirley); Eu (March Fong); Keller (Helen); Votaw (Carmen Delgado); Winnemucca (Sarah)

Part of the National Women's History Project funded to promote the study of women in history, this unit will help third grade students learn about women's contributions to U.S. society. Equity cannot be achieved until equality is expected and until the contributions of all women are understood and accepted as a simple matter of fact. The unit contains six lessons based on biographies of women, past and present. They were chosen to represent the many ways women work as members and leaders of their communities. The women are Abigail Adams, Sarah Winnemucca, March Fong Eu, Shirley Chisholm, and Carmen Delgado Votaw, representing major ethnic groups, and Helen Keller, representing disabled Americans. Lessons also help students explore the concept of leadership. Each unit begins with a biography that the teacher is to read to students. Discussion questions, suggestions for class activities, and a student worksheet follow each biography. Students participate in class discussions, write short stories, conduct research, listen to guest speakers, and create advertisements. A bibliography of additional resources on each woman concludes the unit. (RM)

DOCUMENT RESUME

ED 261 015 SP 026 224

Tuckman, Bruce Wayne
Evaluating Instructional Programs. Second Edition.
REPORT NO.- ISBN-0-205-08356-0
PUB DATE- 85
NOTE- 292p.
AVAILABLE FROM- Allyn and Bacon, Inc., Rockleigh, NJ 07647 ($27.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Higher Education; *Program Evaluation; Summative Evaluation
IDENTIFIERS- Evaluation Problems

This book details a total approach to writing objectives, designing measuring instruments, performing objective comparisons, and avoiding pitfalls in conducting three types of instructional program evaluations. Chapters discuss issues, problems, and solutions in the following sequence: (1) an overview of instructional program evaluation; (2) defining the quality of instructional programs; (3) program components: outcomes, inputs, process; (4) different kinds of evaluation design; (5) specifying and auditing outcomes; (6) surveying the inputs and processes from the classroom; (7) assessing the type of teaching; (8) evaluating the quality of criterion-referenced tests; (9) operational guidelines for doing formative evaluation; (10) operational guidelines for doing summative evaluation; (11) operational guidelines for doing ex post facto evaluation; (12) qualitative/case study evaluation; and (13) issues and advice. The appendixes include four case studies of formative evaluation, summative evaluation, ex post facto evaluation, and qualitative evaluation. (JD)

DOCUMENT RESUME

ED 261 032

SP 026 468

Teenage Health Teaching Modules. A Guide for Trainers.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Aug 83
NOTE- 103p.; For other modules in series, see SP 026 469-483.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Curriculum Design; *Health Education; *Inservice Education; Instructional Materials; Program Implementation; Secondary Education; *Training Objectives; Workshops
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This guide, for trainers conducting workshops to train teachers and other health professionals who will be implementing THTM programs, is organized into four parts. The first part answers basic questions about the THTM program: what it is, what it includes, who supports it, how it can be purchased. The second part suggests how to prepare for the workshop, who to invite, and where to meet. The substance of the training session is then provided and activities of a two-day agenda are spelled out in detail. Suggestions are included for expanding the workshop beyond two days or abbreviating the agenda, and for following up on the training session. Opportunities for informing/involving parents and community members are also suggested. It is suggested that this training guide be used in conjunction with "Health is Basic: An Introduction to the THTM Program for Teachers and Students." (JD)

DOCUMENT RESUME

ED 261 047 SP 026 483

Planning a Healthy Future. Teenage Health Teaching Modules.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 82
NOTE- 46p.; For other modules in series, see SP 026 468-482.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Health Education; Learning Modules; *Lon Range Planning; *Physical Health; Secondary Education
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module takes the position that students need to understand the value of and techniques for setting specific health-related goals, and gives them the opportunity to think about long-term health objectives. Class activities outline ways to lay the groundwork for planning sound health practices for the future. Included in this process is considering what they will be like in middle and later years. Students are encouraged to understand health-related problems in the later stages of life, and to speculate about their futures around the issues of families, jobs, life style, friends, recreation, and possible problems. The goal of the discussion sessions is to help students think about the future and plan ways for incorporating good health practices into their own lives. (JD)

DOCUMENT RESUME

ED 261 063 TM 850 453

Burkhalter, Bettye B.; And Others
Anomalies in Auditing the Compensation Function: Getting Two Sets o
Answers from One Set of Data.
PUB DATE- 83
NOTE- 29p.; Small print in tables 2-5.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Correlation; Individual Characteristics; Mathematical Models; *Multiple Regression Analysis; *Path Analysis; *Personnel Evaluation; Personnel Management; *Predictor Variables; *Salaries; Salary Wage Differentials; Statistical Studies
IDENTIFIERS- *Audits

To examine and clarify background conditions for understanding variables which affect salary, the salary and compensation programs at two industrial and three educational organizations were subjected to a statistical audit. Data were available on 272 employees. Ten compensation variables were studied as having direct or indirect effects on salary: sex, race, military service, educational attainment, relevant experience, organization (industrial or educational), years of service, performance history, salary grade and time in grade. These variables were labeled independent variables for a multiple regression analysis. Path analysis was also performed, with these variables labeled causal. third model for statistical analysis emerged, which deleted the variable, time in grade. A bivariate correlation matrix was prepared for the third statistical technique. The most important variables, based on multiple regression, were organization, grade, years of service, and military service. Based on path analysis, they were organization, educational level, military service, and grade. Results suggested that current path analytic methods are more effective than multiple regression. (GDC)

DOCUMENT RESUME

ED 261 077 TM 850 479

Frederick, Judith M.; Clauset, Karl H.
A Comparison of the Major Algorithms for Measuring School Effectiveness.
PUB DATE- Mar 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15 Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Educational Status Comparison; Elementary Education; Elementary Schools; *Evaluation Criteria; Evaluation Methods; Institutional Evaluatio Longitudinal Studies; Norms; Outcomes of Education; *Research Design; *Research Problems; *School Effectiveness; Time
IDENTIFIERS- Aggregation (Data); Metropolitan Achievement Tests; Metropolitan Readiness Tests

Ten algorithms for measuring school effectiveness were identified through literature analysis and interviews of the directors of 39 school improvement projects. The algorithms are described thus: (1) a major proportion of students achieve at or above average national levels; (2) an equal percentage of highest and lowest social classes achieve minimum basic skills mastery; (3) percentage of average and high achievers is rising while percentage of low achievers is dropping; (4) proportion of low income students at minimum mastery is rising; (5) achievement gap of low achievers with respect to grade level is decreasing; (6) gaps between racial or socioeconomic status are stable or decreasing; (7) performance equals or exceeds city-wide norms; (8) two or more independent groups perform above the 75th percentile; (9) school mean gain equals or exceeds the city-wide gain; and (10) average achievement exceeds predicted mean achievement. Each algorithm is classified according to the time frame of analysis, the level of data aggregation, the continuity of the population, and the reference norms used. Six of these algorithms are applied to data collected from a suburban elementary school 30 miles from Boston on tests of reading comprehension, mathematics, and readiness. The differing results of the different algorithms are described. (GDC)

DOCUMENT RESUME

ED 261 091 TM 850 515

Kitabchi, Gloria
Multivariate Analyses of Urban Community College Student Performance on the ACT College Outcomes Measures Program Test.
PUB DATE- 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Black Students; Comparative Analysis; *Diagnostic Tests; *Educational Testing; Females; Multivariate Analysis; *Nontraditional Students; Open Enrollment; Predictive Measurement; *Predictor Variables; Racial Differences; Sex Differences; *Two Year Colleges
IDENTIFIERS- American College Testing Program; *College Outcome Measures Project; *Shelby State Community Coll TN

This study examined the relationship and relative importance of selected variables to successful performance of urban community college students on the American College Testing Program (ACT) College Outcome Measures Program (COMP). The importance of age, race, gender, type of degree, program or major category, admissions criteria and ACT pre-entrance scores was investigated using data from 696 Shelby State Community College students. Canonical analyses, multiple analysis of variance (MANOVA), and multiple regression analyses provide statistically significant indicators of more successful and less successful subgroups. Younger black students (particularly female) enrolled on an open admissions basis in career track degree programs were identified as having lower performance. Older students, white ethnics group students, and transfer degree students had higher COMP performance than their conterparts with the exception of nursing and allied health program students. The need to develop educational interventions or instructional strategies to increase skills of target subgroups was identified. (Author/BS)

DOCUMENT RESUME

ED 261 106 UD 024 402

Education in Utah: A Call to Action. Addendum.
Utah State Board of Education, Salt Lake City.
PUB DATE- Jan 84
NOTE- 21p.; A report of the Utah Education Reform Steering Committe
For related document, see UD 024 401.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Finance; Educational Improvement; Educational Legislation; Educational Policy; Elementary Secondary Education; Government Role; Higher Education; Parent School Relationship; *Productivity *State Aid; State School District Relationship; State Standards; *Teaching (Occupation)
IDENTIFIERS- *Utah

Clarifications to recommendations made in the Utah Education Refo Committee report, "A Call to Action," are presented in this addendum. Earlier recommendations relating to teachers are revised and clarified and new ones relating to class size, teachers' duties, instructional materials, and the student-parent-school relationship are added. Specific productivity proposals for public and higher education are also clarified. The report responds in particular to calls for greater flexibility and local initiative in implementing the Committee's proposals. (KH)

DOCUMENT RESUME

ED 261 121 UD 024 419

Levine, Daniel U.; Eubanks, Eugene E.

Long-Term Relationships Between Socioeconomic Status, Race and Achievement in a Big-City School District.

PUB DATE- 31 Mar 85

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Black Students; Disadvantaged Schools; Elementary Education; Grade 6; Longitudinal Studies; Neighborhoods; Racial Composition; *Racial Factors; *Reading Achievement; School Desegregation; *Socioeconomic Status; Urban Schools; White Students

IDENTIFIERS- *Kansas City Public Schools MO

The links between sixth-grade reading achievement, race, and the socioeconomic status of schools and neighborhoods in the Kansas City School District (KCSD) from the 1950s to the present were examined. The data show that black students tended, as early as 1956, to be in poverty schools with low achievement and that this pattern has persisted. In 1957, predominantly black schools were lower status neighborhoods than white schools, with 54% of adults in black school neighborhoods and 31% in white school neighborhoo having low status jobs. The low socioeconomic status of predominantly black schools was still in evidence in 1980, when 80 of students at schools which were 95% or more black in 1957 were eligible for subsidized lunch. Reading achievement in these schoo was and remains concomitantly low. Average sixth grade reading scores at predominantly black schools were 5.64 in 1957 (the national average was 6.8), 5.45 in 1960, 5.03 in 1970, and 5.54 i 1980. In contrast, average scores at predominantly white schools were above the national average in 1957 and 1960 (7.43 and 7.28 respectively). During the 1960s and 1970s the KCSD changed from a largely white middle class school district to a predominantly bla working class one. And by 1981 the percentage of KCSD schools tha were low achieving poverty schools had jumped from the 19% of 196 to 80%, thus underlining the strong links between race, social status, and achievement. (CMG)

DOCUMENT RESUME

ED 261 134 UD 024 43

The United Nations Decade for Women, 1976-1985: Employment in th United States. A Report for the World Conference on the United Nations Decade for Women 1976-1985.

Department of Labor, Washington, D.C.

PUB DATE- Jul 85
NOTE- 158p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Agency Cooperation; *Economic Status; Elementary Secondary Education; *Employed Women; *Employment Opportunitie *Employment Patterns; Employment Problems; Equal Opportunities (Jobs); *Federal Legislation; Federal Programs; Minority Group Policy Formation; Private Agencies; Public Policy; Sex Discrimination; Unemployment; Womens Education
IDENTIFIERS- Department of Labor; *Womens Bureau

The employment experiences of women in the United States betwe 1976 and 1985 are discussed generally in this report. Following summary of major developments, the report is divided into six parts. The first part describes the economic aspects of changes womens' economic status. Their labor force status is assessed an characteristics of women in the workplace and other labor force segments e.g., business ownership, farm work, apprenticeship, ar described. Part 2 summarizes Federal policy developments that ha addressed issues such as equal employment opportunity, access to better jobs, education and job training, pay equity, retirement programs, policy support for day care services, pregnancy and wo occupational safety and health, sexual harassment, equal rights, and international policies regarding women. Part 3 reports on Women's Bureau research activities dealing with the impact of technological change on women's employment opportunities; needs immigrant, refugee, and entrant women; career transitions of wom in professions; the impact of job dislocation; and the effect of military service on post-service employment of women. Part 4 reports on the work done by the Women's Bureau to expand women's employment opportunities and to strengthen its cooperation with other government departments and agencies. Part 5 lists the activities of nongovernmental organizations concerned with women needs. Finally, Part 6 makes projections about the future in ter of the labor force, educational requirements, training needs, an public policy. Appended are labor force data, a list of key provisions in Federal legislation and regulations affecting wome and selected references. (KH)

ED 260 984 SO 016 771

Suter, Tommy; Croddy, Marshall
To Promote the General Welfare: The Purposes of Law. Law in Social Studies Series. Instructor's Manual.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE 8[illegible]
NOTE 155p.; For related student booklet, see SO 016 772. Project supported in part by the Oakland Unified School District. Materials completed [illegible] by the California State Department of Education and the United States Office of Juvenile Justice and Delinquency Prevention.
AVAILABLE FROM Constitutional Rights Foundation, 601 S. Kingsley Drive, Los Angeles, CA 90005 ([illegible] per 35 student-edition set plus free instructor's manual; [illegible] ea).
LANGUAGE English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides - Methods/Techniques (For Practitioners) [illegible] Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - American History; [illegible]; Child Labor; Citizenship Education; Civil Liberties; Constitutional Law; [illegible]; Decision Making; [illegible]; History Instruction; Instructional Materials; Interdisciplinary Approach; [illegible] History; Law Related Education; [illegible]; Secondary Education; Social Studies; [illegible] States History; Units of Study
IDENTIFIERS - [illegible]; Lafitte (Jean); Law Related Education [illegible]; Prohibition; [illegible] Fifth Amendment

This teacher's guide is part of a series designed for inclusion into secondary U.S. history courses to help students explore purposes of law. In this curriculum students study about legal [illegible] during the American colonial period, examine [illegible] legal [illegible], learn that [illegible] liberty is a primary purpose of the U.S. Constitution, [illegible] aimed at abolishing [illegible] and examine the nature, purpose, and consequences of Prohibition. [illegible] step-by-step procedures for teachers [illegible] purpose [illegible] learning [illegible] possible student answers are included. The entire [illegible] is built [illegible] teaching methods [illegible] discussion, small group activities, [illegible] and resource persons. (RM)

ED 261 033 SP 026 469

Health Is Basic: An Introduction to the THTM Program for Teachers an
Students. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 83p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Class Activities; Educational Objectives; *Health Education; *Learning Modules; Secondary Education
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module provides complementary details on the substance of the THTM program. Specifically, it contains the THTM program framework and overall conceptual orientation, the goals and philosophy of the program, an overview of module content and teaching strategies, and introductory activities for students. These activities include suggested discussions on the topics of health, the process of making health decisions and performing health tasks, and the general organization of the THTM modules. It is suggested that this module be used in conjunction with the THTM training guide. (JD)

ED 261 048 SP 026 485

Bennett, Bruce L.
Dudley Allen Sargent: How I Became a Victim of Big-Time Football in 1889.
PUB DATE- 17 Apr 85
NOTE- 13p.; Paper presented at the Centennial Convention of the American Association for Health, Physical Education, Recreation ar Dance (Atlanta, GA, April, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Elementary Secondary Education; *Exercise; *Football; Higher Education; *Physical Education; Physical Education Teachers *Physical Fitness; Team Sports; Tenure; Womens Athletics
IDENTIFIERS- Harvard University MA; Sargent (Dudley Allen)

Dudley A. Sargent, M.D., was Director of the Hemenway Gymnasium at Harvard University for 1879 to 1919. For the first ten years he was also an Assistant Professor of Physical Training. In 1889, President Eliot recommended that Dr. Sargent be promoted to full professor. In an unprecedented action the Board of Overseers rejected Eliot's recommendation and stripped Sargent of his faculty status altogether. This action was due primarily to Sargent's participation on the first Faculty Athletic Committee which established the first regulations for Harvard athletes and banned football for one year because of its roughness and violence. These actions antagonized the younger alumni but also displeased some of the older alumni and faculty who fought to eliminate all sports. This paper, writtnen in the first person singular, as if it were Sargent himself writing, presents the views of Dr. Sargent on a number of topics such as the aims of physical education, physical education in the elementary schools, secondary schools, and universities, activities for adults and women, problems of intercollegiate athletics, and the place of physical education in general education. These views are taken directly from the writings and speeches of Dr. Sargent over a period of 35 years. (SP)

ED 261 064 TM 850 455

Martin, David W.
Applied vs Basic Research: On Maintaining Your Balance with a Foot
Each Camp.
PUB DATE- Apr 85
NOTE- 17p.; Presidential Address presented at the Annual Meeting of
the Rocky Mountain Psychological Association (Tucson, AZ, April
24-27).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1
Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports
Research/Technical (143)
DESCRIPTORS- *Action Research; Computer Simulation; Educational
Experiments; *Educational Research; *Flight Training; Higher
Education; Learning Strategies; Psychological Studies; *Research
Design; Research Methodology; *Research Problems; Research
Utilization; *Training Methods; Transfer of Training; Visual
Stimuli

The paper discusses a number of issues concerning the practical usefulness of cognitive psychology research, and presents a case study of pilot training methods to illustrate a model of research processes that produces outcomes which contribute to both basic an applied research goals. Research studies are described as varying in the degree to which they include reviews of the literature, present practical conclusions, select and manipulate variables based on convenience or bias, or add to the existing body of knowledge. The following research strategy is recommended: identif application set; determine common dimensions; create complex generic laboratory task to test the theoretical hypothesis; perfor experiment; form theoretical conclusion; validate conclusion and task; and list applications. This strategy is illustrated in detai with a case study. The case study describes flight training of aircraft pilots, with emphasis on their attention to multiple visual stimuli. (GDC)

ED 261 078 TM 850 480

Skinner, Bron D.
Components of a System for Evaluating Progress of Professionals In-Training.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Check Lists; Data Collection; Educational Objectives; Evaluation Criteria; *Evaluation Methods; *Evaluation Utilization; *Family Practice (Medicine); Graduate Medical Education; *Graduate Medical Students; Higher Education; Information Systems; *Student Evaluation; *Systems Approach
IDENTIFIERS- American Board of Family Practice in Training Exam

An evaluation system which was used to monitor the progress of resident physicians in the Family Practice Residency at the University of North Carolina is discussed. The system was designed as an information management system which reflects both broad philosophical principles and goals as well as specific behavioral objectives. The three major components of the system are described and illustrated in the appendix: (1) training goals, grouped under three domains (knowledge, skills, and attitudes) and three roles of the family physician (clinician, manager of the practice, and professional); (2) a data collection subsystem in which (a) faculty complete check lists based on reviews of patient charts and encounters with patients, (b) a standardized test is administered, and (c) data are processed by microcomputers; and (3) a subsystem for using the data to assess resident performance and provide educational direction. Educational implications are discussed, as well as implications for program design and management. (GDC)

ED 261 092 TM 850 516

Mamchur, C.; Nelson, D.
Predicting Teacher Effectiveness: A Final Report on a Proper Linear Regression Approach to Selection for Teacher Education in British Columbia.
Educational Research Inst. of British Columbia, Vancouver.
REPORT NO.- ERIBC-RR-85-03
PUB DATE- 84
NOTE- 59p.
GRANT- MG-102
AVAILABLE FROM- Educational Research Institute of BC, Suite 701-601 West Broadway, Vancouver, B.C. V5Z 4C2, ($5.70).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Behavior Rating Scales; Elementary Secondary Education; Foreign Countries; Higher Education; Human Relations; Longitudinal Studies; *Predictive Validity; Preservice Teacher Education; Research Needs; Self Concept Measures; *Self Evaluation (Individuals); Student Evaluation of Teacher Performance; Teacher Behavior; *Teacher Effectiveness; Teacher Evaluation; Teacher Selection; Teacher Student Relationship; *Test Validity
IDENTIFIERS- British Columbia; *Human Relations Incident; Self Repor Measures

Universities training teachers have a responsibility to select the best applicants for pre-service teacher training. This study examines the validity of the Human Relations Incident (HRI), an instrument designed to predict the effectiveness of pre-service applicants. High and low scoring subjects were selected based on their HRI scores. Their teaching effectiveness was assessed by analysis of faculty practicum reports and, in a longitudinal study, through observation, self-report, and student evaluation during their first teaching years. High scorers exhibited more effective teaching behaviors during practicum such as appearing confident, being imaginative, showing respect, being flexible, showing commitment to teaching, and having good communicative skills. As beginning teachers, HRI high scorers also tended to score consistently high on a systematic observation instrument. Longitudinal study significance was seriously affected by subject attrition due to government changes in educational funding which resulted in very few subjects being hired to teach. Further research, using a case study approach, was recommended to confirm the findings. The report contains the HRI instruments. The perceptual rating scale, behavior checklist, profile of teacher behavior observation form, and two student evaluation instruments are appended. (Author/BS)

ED 261 107 UD 024 403

Baker, Paula; And Others
Pathways to the Future, Vol. IV. A Report on the National Longitudinal Surveys of Youth Labor Market Experience in 1982. Revised.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Apr 84
NOTE- 301p.; For the 1979, 1980, and 1981 surveys, see ED 236 219-221.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; *Education Work Relationship; *Employment Patterns; Federal Programs; High Schools; *High School Students; Job Search Methods; Job Training; Minority Groups; *Racial Differences; *Sex Differences; *Youth Employment
IDENTIFIERS- Employment Subsidies

The six papers which comprise this report analyze the labor marke experience of youth as reflected in the 1982 results of a longitudinal study of a nationally representative sample of 32.9 million young people who were ages 14-21 as of January 1, 1979. Chapter 1, "The Nature and Consequences of High School Employment," by Ronald D'Amico and Paula Baker, reports that by the tenth grade about one third of students were employed for at least one week, with white males showing the highest percentage, and that the effects of employment on schooling appear to be positive. Chapter 2, "A Longitudinal Study of Reservation Wages, Duration of Job Search, and Subsequent Wages," by Choongsoo Kim, expands on previous studies concerned with whether the length of the job search period leads to subsequent wage gains. Chapter 3, "The Effectiveness of Job Search and Job Finding Methods of Young Americans," by John Wielgosz and Susan Carpenter, examines whether particular job search methods exert a significant influence on the duration of job search and level of job satisfaction. Chapter 4, "Race, Employment, and Educational Attainment," by Joan E. Crowley, argues that young people's desire for education is strong, and that their expectations are closely predictive of actual attainment. Chapter 5, "Long-Term Outcomes of Government-Subsidized Employment and Training Programs," also by Crowley, reports that such programs had little effect on subsequent employment either in terms of pay or of job satisfaction. Finally, Chapter 6, "The High School Dropout in an Overeducated Society," by William R. Morgan, discusses the finding that, by 1982, 4.8 million youth (14 percent of the 17-24 age youth cohort) had left high school and had no diploma or GED certification. (KH)

ED 261 122 UD 024 420

Walters, John; Marcus, Laurence R.
Maximizing Retention Rates in Collegiate Programs for Disadvantage
Students.
PUB DATE- 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Chicago, IL, March 31-April 4,
1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Faculty; College
Instruction; College Preparation; *College Programs; College
Students; Counseling Services; Curriculum Development;
*Disadvantaged Youth; Higher Education; Policy Formation; Remedi
Instruction; *School Holding Power; Tutorial Programs
IDENTIFIERS- New Jersey

Eight New Jersey State colleges which shared essentially the sa
goals and offered similar financial aid packages were studied in
order to determine the relationship between persistence rates of
disadvantaged students in opportunity programs and the role of
faculty in such programs. Student data were provided by New
Jersey's Equal Opportunity Fund (EOF) and covered students enteri
EOF programs as freshmen in summer 1980 and on through fall 1982.
Information about the programs (admission criteria, administratio
faculty role, institutional commitment to the program, program
operation and services, and program directors' opinions about bar
to retention and ways of improving retention) was obtained throug
indepth interviews with program directors. Examination of student
and program data in terms of four quantifiable factors generally
assumed to be related to retention--level of prior preparation,
appropriate remediation, adequate counseling, and adequate
tutoring--showed no direct relationship between these variables a
retention rates. It is concluded that there is evidence to indica
that the crucial factor in retention is faculty involvement, and
that retention rates can be improved if the college's faculty
become integrally involved in the policy development, curriculum
planning, instruction, and non-classroom operation of the program
supporting disadvantaged students. (CMG)

ED 260 999 SO 016 812

Consumerism in a Global Economy. Conference Proceedings. Annual Mid-American Consumer Conference (8th, Oklahoma City, Oklahoma, November 14-16, 1984).

Oklahoma State Univ., Stillwater. Center for Consumer Services.
PUB DATE Nov 84
NOTE 76p.
LANGUAGE English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE Collected Works - Proceedings (021)
DESCRIPTORS Consumer Economics; *Consumer Science; *Economics Education; Elementary Secondary Education; *Global Approach; International Relations; International Trade; *World Affairs

Proceedings of a conference on consumerism in a global economy are divided into five parts. The program for the three day conference is contained in the first part. Brief biographies of the speakers are presented in the second part. The third part lists scholarship sponsors and recipients. The fourth part contains the bulk of the material, reprints of the nine speeches presented at the conference by Dianne McKaig, Irene Williamson, Leslie Brightling, Jane Jopling, J. F. Kery, Louise Trubek, Mary Clayton Nance, Nancy Hawkins, and Fred Goldberg. Topics include international consumer affairs, the Canadian perspective on the global economy, consumer protection, counterfeit products, the European Economic Community, and comparative consumption levels. A list of participants concludes the document. (LP)

ED 261 016 SP 026 229

Securro, Samuel, Jr.; Owen, Isaiah

Student Perception of Early Field Experience Components, Teacher Education Program, West Virginia State College.

PUB DATE- Oct 82
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Student Teacher Attitudes
IDENTIFIERS- *Early Field Experience; *Teacher Candidates

An 18-item questionnaire, responded to by 50 teacher education students, sought information on the impact of early field experiences on teacher candidates and on the early professional growth opportunities provided by these field experiences. Students perceived their involvement in such experiences as beneficial and valuable, although they were not overly aware of the purposes and goals of early field experiences. Contributions to professional development included observation of teaching styles, methods, and skills; development of rapport with learners and teachers; and awareness of learners' individual differences. Students were satisfied with the support and assistance provided them by college supervisors. Exposure to a wide range of professional practice depended on the setting of the field experience. There were no opportunities for interacting with school administrators or working with more than one teacher. (CB)

ED 261 135 UD 024 436

Minorities & Women in the Health Fields. 1984 Edition.
Health Resources Administration (DHHS/PHS), Hyattsville, MD. Div.
Health Professions Analysis.
REPORT NO.- DHHS-(HRSA)HRS-DV-84-5
PUB DATE- Sep 84
NOTE- 228p.; For related document, see ED 242 259.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Print
Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (14
DESCRIPTORS- Admission (School); *Allied Health Occupations
Education; American Indians; Asian Americans; Blacks; *Employmen
Patterns; *Enrollment Trends; *Females; *Health Occupations;
Hispanic Americans; *Minority Groups; Postsecondary Education;
Secondary Education; Vocational Education

This report provides selected information on minorities and wome working in the health fields or preparing for them as students in health professions schools. The report is in two sections. The first section consists of tables presenting educational and employment data for racial and ethnic minorities in the health fields, with accompanying text. The second section contains substantially the same information, classified by sex rather than by race and ethnicity. Each section begins with an overview and then presents and analyses statistics pertaining to the following areas of specialization: multidiscipline; allopathic medicine; osteopathic medicine; dentistry; optometry; pharamacy; podiatry; veterinary medicine; nursing; public health; and allied health. Altogether, 93 statistical tables are included in the main body o the report, most of them containing information on health school applications, enrollments, and degrees conferred. An appendix contains baseline data and a parity index. (KH)

ED 261 000 SO 016 814

[illegible] George W.; Bain, Nancy R.
Library Instruction Workbook in Geography.
Ohio Univ., Athens.
PUB DATE- 85
NOTE- 24p.; Prepared in the Department of Geography.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Geography; *Geography Instruction; Higher Education; Information Seeking; Instructional Materials; Learning Activities; Library Instruction; *Library Skills; Research Skills; *Resource Materials; Skill Development

A workbook acquaints university undergraduates with the library, the basic reference tools of geographic research, and some of the specialized literature in geography. The first of five sections contains an activity for examining subject headings. Questions focus on using the "International Encyclopedia of Social Sciences," Library of Congress subject headings, "Books in Print," "Social Sciences Index," and "Geo Abstracts." The activity in section II considers book classification, availability, and information. Students use the online card catalog of the library, the library stacks, and the reference department. In section III, a worksheet acquaints students with keys to periodical literature such as "Ulrich's International Periodicals Directory," "The Encyclopedia of Associations," and "Bibliographic Index." Section IV focuses on government documents and section V on finding sources on specific localities. The activity in section VI challenges students to apply skills they have developed to a topic of their choice. (LP)

ED 261 017 SP 026 233

Larkin, Anthony I.; Keeves, John P.
The Class Size Question: A Study at Different Levels of Analysis.
ACER Research Monograph No. 26.
Australian Council for Educational Research, Hawthorn.

REPORT NO.- ISBN-0-85563-390-5
PUB DATE- 84
NOTE- 125p.
AVAILABLE FROM- Australian Council for Educational Research, P.O. Bo
210, Hawthorn, Victoria ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; *Academic Achievement; *Class Size;
Elementary Secondary Education; Student Attitudes; *Teacher Student
Ratio; *Teaching Methods

The purpose of this investigation was to examine the ways in which class size affected other facets of the educational environment of the classroom. The study focused on the commonly found positive relationship between class size and achievement. The most plausible explanation of the evidence seems to involve the effects of grouping more able students in larger classes, but the findings also indicated achievement gains beyond those expected soley from a consideration of differences in achievement levels. It is clear that an increased understanding of these features of the classroom is a necessary step towards sorting out the relationships between class size, teacher activities and student motivation, all of which appear as central themes in the class size question. (JD)

ED 261 034 SP 026 470

Understanding Growth and Development. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 96p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; *Adolescents; Cognitive Development; *Developmental Stages; *Health Education; *Individual Characteristics; Learning Modules; Secondary Education
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module presents a discussion on the special physical and mental characteristics of adolescents. Six group activities are outlined: (1) physical growth and development in adolescence; (2) questions most frequently asked by teen-agers about puberty and development; (3) appreciating and taking responsibility for the body; (4) self-monitoring for good health; (5) the development of thinking abilities in adolescence; and (6) the developmental tasks of adolescence. A listing of other programs and resource materials is included. (JD)

ED 261 049 SP 026 490

Sports and Drug Abuse. Hearing before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session (September 25, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-98-1220
PUB DATE- 85
NOTE- 67p.; Some pages have small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletes; Athletics; *Drug Abuse; *Drug Legislation; Hearings; *Illegal Drug Use; Program Development; Role Models
IDENTIFIERS- Congress 98th

This hearing examined the impact of illegal drugs on both professional and amateur sports and the national effort of sports figures to help fight drug abuse. Witnesses included individuals currently involved in programs designed to prevent drug abuse, members of groups formed to rehabilitate drug users, and former professional athletes who experienced drug use and rehabilitation. Statements were provided by Rev. Roosevelt Grier, Calvin Hill, Nancy Hogshead, Tom McMillen, Jack Lawn, Carey McDonald, Bobby Bowden, Frank Layden, Mary Ann Morck, and Eugene Morris. (JD)

ED 261 065 TM 850 459

Meltzer, Lynn J.; And Others
Automatization and Abstract Problem-Solving as Predictors of Acade
Achievement.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- Aug 84
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; *Academic Achievement; Arithmetic
*Cognitive Measurement; Cognitive Processes; Cognitive Style; Creative Writing; Elementary Secondary Education; *Learning Processes; Predictor Variables; *Problem Solving; *Reaction Time; Reading Comprehension; Regression (Statistics); Rote Learning; Timed Tests
IDENTIFIERS- *Automatization; Survey of Cognitive Skills (Childrens Hospital)

The associations among cognitive automatization, abstract proble solving, and educational performance were studied using 127 fourth to ninth grade students. A number of measures of fast, automatic, and fluent performance (FAF measures) were used: writing the alphabet; reading from a word list; and mentally performing arithmetic operations. The Survey of Cognitive Skills, a process-oriented inventory, was used to assess problem solving skills and educational outcomes. Learning strengths and weaknesses were evaluated while the subjects performed academic tasks: paper and pencil mathematics problems; creative paragraph writing; and reading comprehension. Hierarchical regression analyses were applied to determine the contributions toward academic performance of the fast, automatic, and fluent automatization tasks and the problem solving measures. Multiple regression analyses were also performed. Results indicated that prediction of the educational outcomes differed with respect to the relative contributions of the FAF automatization measures to the problem solving tasks. More outcome variance was explained for reading comprehension and mathematics than for written language. The outcome-specific FAF measure was much more dominant for mathematics than for reading comprehension or writing. Mathematics and writing performance became proficient when the basic mathematics and writing skills an processes were automatic. (GDC)

ED [illegible]985 [illegible]

[illegible]

[illegible] Law [illegible]

Constitutional [illegible] Foundation, Los Angeles, [illegible]

PUB DATE [illegible]

NOTE [illegible] Project supported [illegible] of [illegible] Department of [illegible] and the [illegible] Justice and D[illegible] Prevention.

AVAILABLE FROM [illegible] Constitutional Rights Foundation, [illegible] Kingsley Drive, Los Angeles, [illegible] student edition, and [illegible] instructor's manual [illegible].

LANGUAGE- English

EDRS Price - MF01 Plus Postage. [illegible] Available from EDRS.

PUB TYPE- Guides [illegible] (For Practitioners) [illegible] Classroom Use - Instructional Materials (For Learners) (0[illegible]

DESCRIPTORS- American Indians; Child Labor; Citizenship Education; Civil Liberties; Constitutional Law; Criminal Law; Decision Making; Educational Objectives; Fused Curriculum; History Instruction; Integrated Curriculum; Interdisciplinary Approach; [illegible] Learning Activities; Legal Education; Patriotism; Questioning Techniques; Secondary Education; *Social Studies; Teaching Guides; Teaching Methods; *United States History; Units of Study

IDENTIFIERS- Iroquois (Tribe); Lafitte (Jean); *Law Related Education; Milligan (Lambdin); Prohibition; Salem Witch Trials

This student booklet is part of a curriculum designed for infusion into secondary U.S. history courses to help students explore the purposes of American law. The booklet contains student readings and discussion questions and suggests learning activities. There are five units. Unit 1, "Law in a New World," examines processes used by early legal decision [illegible] during the American colonial period. Students compare the [illegible] process used by the Iroquois Indians with those processes used during the Salem witch trials. Set in New Orleans [illegible] of 1812, Unit 2, "Patriots and Pirates," involves students [illegible] determining whether Jean Lafitte was a patriot or a pirate. [illegible] criminal law stories [illegible] to [illegible] events in which Lafitte was involved. [illegible] Unit 3, "[illegible] the Late [illegible] Rebellion," students study about Lambdin Milligan's resistance to the War Between the States and learn that the protection of individual liberty is a primary purpose of the U.S. Constitution. In [illegible] students [illegible] legislation aimed at ending "Child Labor [illegible]" Unit 5, "The [illegible]ties in Tor[illegible]" examines the [illegible] and consequences of prohibition.

ED 261 079　　　　　　　　　　　　　　　　TM 850 481

Harnisch, Delwyn L.
Computer Application Issues in Certification and Licensure Testing.
PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15C Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adaptive Testing; *Certification; *Computer Assisted Testing; Cost Effectiveness; Individual Testing; Item Analysis; Item Banks; Latent Trait Theory; Mastery Tests; *Occupational Tests; Test Construction; Testing Problems; Test Items; Test Length; Test Reliability; *Test Validity

Computer adaptive testing systems are feasible for certification and licensure testing. This is in part due to the availability of extensive yet inexpensive computers. Modern item response theory, combined with computerized adaptive testing, yields a powerful new method of testing which provides greater accuracy and efficiency and less boredom for the examinee. The computer presents each item, scores it, and then selects the next item which is appropriate for the individual examinee; thus, individual testing is much more feasible than it would be using human examiners. There are additional advantages: acceptable accuracy can be achieved with fewer items; more accurate estimates can be obtained at the extreme ends of the ability continuum; test security is improved; tests can be administered on demand when needed; and a greater variety of item types may be included. With licensing and certification tests, it is important to obtain a good pool of test items, to be accurate near the minimum cutting score, to have appropriate unidimensionality, and to use computers in a comfortable environment. It is also useful to have a large number of examinees, approximately 1000 or more. Cost estimates are encouraging, especially when the computer systems are used often. (GDC)

ED 261 093 TM 850 517

Hand, Carol A.; Prather, James E.

The Predictive Validity of Scholastic Aptitude Test Scores For Minority College Students.

PUB DATE- 85

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985). Small print in tables.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Black Students; *College Entranc Examinations; College Students; *Grade Point Average; Higher Education; Multiple Regression Analysis; *Predictive Validity; *Racial Differences; *Sex Differences; Test Results; Test Validity White Students

IDENTIFIERS- Scholastic Aptitude Test

This paper investigated the predictive validity of the Scholastic Aptitude Test (SAT) for members of different gender and minority status groups. The following data were obtainted on 45,067 undergraduates enrolled in 31 different institutions in a state college system: SAT Verbal (SAT-V) and SAT Mathematics (SAT-M) scores; high school average (HSA); cumulative credit hours carried and cumulative credit hours earned; and cumulative grade point average. Regression equations of GPA with SAT scores, HSA, and indicators of college experience were calculated by institution for all students and for black females, black males, white females, and white males. The regression coeffecients for SAT-V, SAT-M, HSA, the constant term, the standard error of estimate, and the adjusted R squared were graphically presented. Findings provided some support for the supposition that GPA's are less predictable for black males - largely due to the lower weights of HSA and SAT-V in predicting GPA for black males as compared with weights for white females, and for the other groups to a lesser extent. There was no clear pattern effect for type of institution attended. While both gender and minority status differences in SAT score validity were apparent, the difference in SAT-V weights between white females and males was greater than the difference between white and black males. (BS)

ED 261 108 UD 024 404

Thomas, Barb; Novogrodsky, Charles
Combatting Racism in the Workplace: A Course for Workers.
Cross-Cultural Communication Centre, Toronto (Ontario).
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
REPORT NO.- ISBN-0-9691060-2-5
PUB DATE- 83
NOTE- 152p.; For the related readings kit, see UD 024 405.
AVAILABLE FROM- Cross-Cultural Communication Centre, 965 Bloor Stre West, Toronto, Ontario, Canada M6H 1L7 ($8.00 Canadian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Employee Attitudes; Employer Attitudes; *Ethnic Bias; Foreign Countries; Instructional Materials; *Labor Force; Postsecondary Education; *Racial Bias; *Racial Discrimination; *Racial Relations; Resource Materials; Unions; Workshops
IDENTIFIERS- *Canada; Immigration

This book provides the outline of a course designed to involve Canadian workers in talking openly and seriously about racism in the workplace. An introduction briefly describes the background, underlying assumptions, and purpose of the course. Following this are ten sections containing information for use at ten different training sessions. In each section, necessary student materials, teaching aids, and equipment are listed. Session objectives are discussed, instructions are given for running the session, and student assignments are suggested. The ten sections cover these topics: (1) how racism hurts workers; (2) analyzing racial situations in the workplace; (3) the employer's connection to racism; (4) Canadian immigration history: the workers' experience; (5) immigration policy and misconceptions about immigrants; (6) the creation and perpetuation of racist attitudes; (7) legislation against discrimination: limits and possibilities; (8) using the collective agreement to combat racism; (9) union practices to resist racism; and (10) planning for action. Appendixes provide annotated lists of selected audiovisuals for programs on racism and current resources and programs on racism, and information on the resources of the Department of the Secretary of State. (KH)

ED 261 123 UD 024 421

Kopple, Henry
Replicating Success: School District of Philadelphia.
PUB DATE- 1 Apr 85
NOTE- 14p.; Presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Educational Finance; *Educational Improvement; Elementary Secondary Educatio
Group Dynamics; *Improvement Programs; *School Effectiveness
IDENTIFIERS- Facilitators; Philadelphia School District PA; *Replicating Success PA

Replicating Success, a school improvement program in Philadelphi is designed to raise the achievement level of all students in 30 selected, racially isolated, low achieving schools. Each school undertakes an extensive needs assessment process and then develops an individualized schoolwide plan which takes into account the characteristics of effective schools and incorporates five basic components: (1) use of Philadelphia's mandated curriculum in all curriculum areas; (2) monitoring of student performance in all curriculum areas; (3) use of a curricular component that addresses the students' self-image; (4) training of staff and administrators to support the reshaped school; and (5) training and use of parents. The most distinctive feature of the program is its focus on how the expectations of administrators, teachers, students and parents work upon one another. Other distinctive features are the program's heavy reliance on the role of the academic facilitator, and its funding basis--half private foundation, half Chapter 1. Problems encountered in implementing the program include principal resistance to the change in the principal's role from manager to instructional leader, general staff resistance to change, and the difficulties in maintaining a balance between bureaucracy, the total school, and the individual classroom. Among the lessons learned from and about the program is the fact that reasons for program effectiveness are difficult to pin down, with some participants attributing it to principals, and others to individuals, school improvement councils, monitoring, or the outside facilitator. (CG)

ED 261 136 UD 024 440

Silva, Helga
The Children of Mariel From Shock to Integration: Cuban Refugee
Children in South Florida Schools.
Cuban American National Foundation, Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 71p.
AVAILABLE FROM- Cuban American National Foundation, 1000 Thomas
Jefferson St., N.W. Washington, DC. 20007 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (1
DESCRIPTORS- *Acculturation; Bilingual Education Programs; Biling
Teachers; *Cubans; Elementary Secondary Education; Federal Aid;
Haitians; Hispanic Americans; *Immigrants; *Limited English
Speaking; *Refugees
IDENTIFIERS- Florida (Dade County); *Mariel Cubans; Nicaragua

This report describes the impact on the Dade County, Florida, public school system of the 125 Cuban (and some Haitian) refugees arriving in the Mariel exodus. In September 1980 the school syste had to absorb 13,000 new refugee students. Preparing for the students included hiring many bilingual teachers, reopening schoo that had closed, establishing special entrant schools and program and obtaining funding. In the first year overcrowding was a drast problem, with as many as 60 students in some classes. Many of the students were not well prepared, with median scores of 33% in bas reading skills and 24% in mathematics tests in Spanish. A further problem was the Marxist education the children had received in Cuba, which meant that there were extreme differences in the educational material they had covered and the methodology they we accustomed to. In general, it is reported, the schools were successful in accomodating these students, although some students "fell through the cracks" and others--mostly older unaccompanied minors--were never enrolled in the schools. The report concludes with a description of ongoing concerns, including the lack of an adequate Federal government response to the crisis and related experiences with Nicaraguan refugees. Included are a bibliography appendices outlining costs of the refugee program, recommended instruction materials for students with limited English proficiency, a listing of programs for limited English proficient students, and a comparison of elementary school programs for students classified independent in English versus those limited i English. (CG)

ED 261 001 SO 016 820

TITLE Art: A Maryland Curricular Framework.
INSTITUTION Maryland State Dept. of Education, Baltimore.
PUB DATE 84
NOTE [illegible]p.; Some illustrations may not reproduce clearly.
LANGUAGE English
EDRS PRICE MF01/PC08 Plus Postage.
PUB TYPE Guides/Methods/Techniques (For Practitioners) -
 Non-Classroom Use (055)
DESCRIPTORS *Art Education; Behavioral Objectives; Elementary
 Secondary Education; *State Curriculum Guides; State Programs
IDENTIFIERS *Maryland

A comprehensive approach to art education is provided in this curricular framework for the state of Maryland. Introductory material includes acknowledgements, a foreword, preface, statement of purposes and philosophy. A brief overview of four goals for art education is followed by a detailed description of each goal and a statement of three to four subgoals for each. A chart clarifies expectancies for each goal and subgoal at three levels of competency. Sample objectives provide examples of ways to incorporate the framework into the local curriculum. A curriculum assessment and development framework is provided as a guide for teachers and specialists. A chart matches a sample local curriculum with the state educational goals. Six appendices provide sample objectives, Maryland competency objectives matched to the art goals, an art curriculum glossary, the members of the art curriculum task force, the art curriculum review panel, and the national review panel. (LP)

ED 261 018 SP 026 235

Daily Physical Education Study. Interim Report.
Metropolitan Separate School Board, Toronto (Ontario).
PUB DATE- Dec 84
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Catholic Schools; Elementary Education; Foreign Countries; *Participant Satisfaction; *Physical Education; *Program Evaluation; *Program Implementation; Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Ontario (Toronto)

A report is given of a pilot project intended to develop, implement, and maintain a daily program of physical activity in kindergarten through grade eight in nine elementary Catholic schools of varying size, pupil composition, and facilities. Information is provided on the methodology of program implementation, pilot school selection criteria, and duration of the program (March 1983 through June 1985). Tables are used to convey facts about the development of the program in each of the pilot schools, as well as its implementation, and the participation of students in various activities. A general discussion of the program indicates that it was well received by students, teachers, and parents. Suggestions are made on how the program may be improved, mainly in the areas of staffing and funding. Extensive appendixes provide monitoring forms and survey results. (JD)

ED 261 035 SP 026 471

Being Fit. Teenage Health Teaching Modules.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 64p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Aerobics; Exercise; *Health Education; Learning Modules; *Physical Activities; *Physical Fitness; Secondary Education; Student Motivation
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module provides information on the many physical and psychological benefits of being fit. It is designed to help students develop individualized exercise programs and engage in exercise programs that can be maintained. Six class activities are presented: (1) identifying reasons for being active; (2) determining individual fitness, based on recovery heart rate; (3) introducing concepts of aerobic fitness, Target Zone, and injury prevention; (4) analyzing one's own and others' lifestyle as a determinant of fitness activities; (5) establishing a realistic exercise plan; and (6) identifying community resources that encourage fitness. (JD)

ED 261 050 SP 026 497

Standards for Scoliosis Screening in California Public Schools.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 40p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Health Programs; Junior High Schools; *Medical Evaluation; Physical Health; Program Design; *School Health Services; *Screening Tests; *State Programs
IDENTIFIERS- California; *Scoliosis

This publication is intended as a reference for school-level personnel, such as nurses, selected teachers, and administrators, on the procedures for initiating and maintaining a scoliosis screening program for girls in grade seven and boys in grade eight. It provides school personnel with a document that contains standards for school screening programs and laws and regulations which govern them. The standards are intended for use in planning and implementing programs for assessment of spinal deformities. (JD)

ED 260 986 SO [illegible]

Treiman, Richard D. [illegible]
Too Much, Too Little [illegible] Teacher's Guide.
Federal Reserve Bank of New York, N.Y.
PUB DATE- 85
NOTE- 13p.; Produced in cooperation with the Agency [illegible] Technology in consultation with the Joint Council [illegible] Education.
AVAILABLE FROM- Public Information Department, Federal Reserve Bank of New York, 33 Liberty [illegible] New York, NY [illegible] 20-minute color videocassette described in the abstract [illegible] available from the Agency for Instructional Technology, [illegible] Bloomington, IN 47402 ([illegible]).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techn[illegible] Use - Teaching Guides (For [illegible])
DESCRIPTORS- Banking; [illegible] Education; [illegible] Objectives; High [illegible] Approach; [illegible] Systems; Program [illegible] United [illegible] History; [illegible]; Videotape [illegible]
IDENTIFIERS- Federal Reserve System [illegible]

This is a teacher's guide to a [illegible] program to teach [illegible] school students [illegible] history [illegible] U.S. monetary system and events leading to [illegible] the Federal Reserve System. The video [illegible] history when the country was [illegible] of [illegible] little money. These episodes [illegible] war period, the years of [illegible] States, the Civil War period, and the [illegible] conventions [illegible] problems [illegible]. Among these [illegible] Reserve [illegible] Congress [illegible] 1913 [illegible] the [illegible] the economy through the c[illegible] of the [illegible] to create money. The teacher's guide outlines [illegible] objectives [illegible] program synopsis, and presents [illegible]. Historical notes are provided concerning the [illegible] the second bank, the antebellum period, [illegible] post-Civil War era, the Federal Reserve System [illegible]. The guide concludes with a bibliography [illegible] available from the Federal Reserve [illegible]. (RM)

ED 260 987

ED 261 051 SP 026 507

Stafford, Elba
Programs and Practices to Meet the Needs of the Middle School Child.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Extracurricular Activities; *Individual Differences; Intramural Athletics; Junior High Schools; *Middle Schools; Needs Assessment; *Physical Education; *Program Development

Students in the middle school are all sizes and shapes physically, at different levels of mental maturity and at different stages of socialization. The diverse needs of these individuals can be satisfied only by providing a comprehensive physical education program containing a required program supplemented with intramurals, club sports and interschool components. The interschool competition could be unnecessary if the other three facets of the program are functioning to their fullest and should have lowest priority for facilities, budget and faculty time. The club sports and intramural programs are barely touched by many schools and have tremendous room for expansion. These programs have declined because of demands on facilities but perhaps administrators should reevaluate their priorities to meet the needs of the majority of the students in their school. Students should have the opportunity to experience a wide variety of activities in a daily program in their transitional years. The lessons should be vigorous, skill development oriented, with instruction on mechancial and physiological concepts incorporated into the teaching. The length of time activities are scheduled should reflect the developmental differences between sixth and eighth graders, with short exploratory activities for sixth graders and longer skill developing units for eighth graders. (Author)

ED 261 066 TM 850 460

Ligon, Glynn; Wilkinson, David
The Average Achievement Test Score: A Demagogue Statistic.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-84.42
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apr 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15 Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Rating; *Achievement Tests; Elementary Secondary Education; *Information Dissemination; Publications; School Districts; Score *Statistical Bias; Student Evaluation; Testing Problems; *Test Interpretation; *Test Results; Test Use
IDENTIFIERS- *Austin Independent School District TX

A variety of methods are used by the Austin (Texas) Independent School District to report the results of student achievement testing. These techniques were developed to alleviate some of the problems that occurred previously: (1) a school's average score represents very few of its students because large numbers of students score very high or very low; (2) a median score masks achievement gains; or (3) a total group's average declines while all subgroups' averages rise. Case studies illustrate these problems. Numerous ways to report achievement data have been found: (1) means and medians; (2) number of students scoring above and below certain percentiles; (3) analysis of items correct (related to specific skills) by individuals , classes, schools, and district; and (4) results for subgroups of sex, ethnicity, classroom, school, grade, special education students, and limited English speakers. Scores may be compared to the national norm, the state, other similar districts, surrounding suburban districts, or the same district in previous years. Data of interest to the public include National Merit Scholarship winners, honor roll members, high school graduates meeting minimum competency requirements, and students who will attend college. Results may also be used to illustrate further educational needs. (GDC)

ED 261 080 TM 850 484

Trochim, William M. K.; Linton, Rhoda
Conceptualization for Evaluation and Planning.
PUB DATE- Oct 84
NOTE- 124p.; Paper presented at the Joint Meeting of the Evaluation Network and the Evaluation Research Society. (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; *Cluster Grouping; Concept Formation; Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Higher Education; *Models; *Planning; *Program Development; *Program Evaluation; School Health Services
IDENTIFIERS- Cornell University NY; *Structured Conceptualization

Both evaluation and planning typically begin with an attempt to define the conceptual territory of interest; this paper presents an approach to such conceptualization. The term, structured conceptualization, is used to refer to any definable set of procedures which can help a user develop a useful conceptual representation. Structured conceptualization refers to the behavioral steps followed by the evaluator or planner, not his or her internal cognitive processes. The three components of the conceptualization process, which may be combined to suggest different models, are defined: (1) the process steps--generation, structuring, and representation of the conceptual domain; (2) the perspective origins--the process may be carried out by an individual, group, or algorithm; and (3) the representation form--a verbal essay, outline, or lecture; a pictorial flow chart or graph; or a mathematical formula or model. Four different models which may result from these alternatives are described. The most structured of these models is illustrated using two examples, each an administrative unit which provides services to the university community: The Division of Campus Life, and the University Health Service at Cornell University. Extensive appendices include questionnaires and clusters resulting from suggestions concerning these programs. (GDC)

ED 261 094 TM 850 518

Sax, Gilbert
Quantitative Methods: A Critique.
PUB DATE- 85
NOTE- 10p.; Paper presented at the Annaul Meeting of the American Educational Research Association (69th, Chicago, IL, March 32-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Higher Education; Researchers; Research Methodology; *Research Problems; *Statistical Analysis
IDENTIFIERS- Causal Inferences

This paper addresses several issues in quantitative research that educational researchers should examine with more care. While the purposes of experimentation is to determine causality, the study of causal relations is difficult and problematic. Computational and conceptual errors in statistical analysis seem limited only by the creativity of the researcher. The problem of evidence that contradicts theory is too often solved by throwing out the data or renaming the facts. While researchers have volunteered to improve education, the imposition of a research finding on all children everywhere regardless of the lack of evidence or the presence of questionable evidence is at best a mistake that might not be able to be remedied later. (BS)

ED 261 109 UD 024 405

Thomas, Barb; Novogrodsky, Charles
Combatting Racism in the Workplace. Readings Kit.
Cross-Cultural Communication Centre, Toronto (Ontario).
REPORT NO.- ISBN-0-9691060-3-3
PUB DATE- 83
NOTE- 148p.; Sponsored by Multiculturalism Canada. For the related course book, see UD 024 404.
AVAILABLE FROM- Cross-Cultural Communication Centre, 965 Bloor Stree West, Toronto, Ontario, Canada M6H 1L7 ($7.00 Canadian).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTORS- Blacks; *Change Strategies; Employee Attitudes; Employe Attitudes; Foreign Countries; Immigrants; Labor Conditions; Minority Groups; *Racial Bias; *Racial Discrimination; *Racial Relations; Unions; *Work Environment
IDENTIFIERS- *Canada

Readings and exercises for use with a course for Canadian workers on racism and the workplace are included in this book. The materials are organized to reflect the themes of the ten sessions of the course: (1) racism hurts workers; (2) analysing racial situations in the workplace; (3) the employer connection to racism in the workplace; (4) Canadian immigration history: the worker's experience; (5) understanding immigration policy and misconceptions about immigrants; (6) the creation and perpetuation of racist attitudes; (7) legislation to fight discrimination: does it work? (8) using the collective agreement to combat racism; (9) union practices to resist racism; and (10) planning for action. (KH)

ED 261 124 UD 024 424

Hsia, Jayjia
The Silent Minority: Asian Americans in Education and Work.
PUB DATE- 2 Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120 Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Asian Americans; Career Choice; *Educational Needs; Elementary Seconda Education; *Equal Opportunities (Jobs); Ethnic Groups; Ethnic Stereotypes; Higher Education; Immigrants; *Socioeconomic Status

Asian Americans are popularly stereotyped as possessing innate characteristics that enable them to achieve excellence in virtuall all fields of endeavor. But the reality of contemporary Asian American experiences is more complex, less easily summed up, and not yet thoroughly documented or understood. Current evidence does suggest, however, that Asian Americans (who comprise 1.5 percent o the total United States population) perform more successfully in school than other groups. This does not necessarily mean, however, that Asian American students go on to better jobs and incomes. Fro preschool to graduate studies, the typical profile of Asian American abilities has been somewhat above average in math tasks, but lower than average in verbal tasks. Several theories have been advanced to explain why Asian Americans concentrate on mathematics and science, but it is clear that they will continue to face difficulties in career development unless they acquire the verbal fluency needed for advancement in any field. According to the 1980 census, the Asian American median family income was higher than that of White families, but the median salary of Asian academician and of Asian scientists was still lower than that of their White counterparts. Without stronger verbal reasoning and communication skills, it is unlikely that Asian Americans will achieve more equitable salary structures, broadened professional networks, or more frequent invitations to play decisionmaking roles in the academic and professional worlds. (KH)

ED 261 137 UD 024 441

Lacayo, Carmela G.
Income Fact Sheet on Older Hispanics.
Asociacion Nacional Pro Personas Mayores, Los Angeles, Calif.
PUB DATE- 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Females; *Hispanic Americans; *Income; *Older Adults; *Poverty
IDENTIFIERS- Bureau of the Census

This brief income fact sheet presents information on the poverty elderly Hispanics compiled from Bureau of the Census data. The report notes that Hispanics over 65 are more than twice as likely to be poor as elderly whites. Poverty has increased by 13,000 amon Hispanics while decreasing by 102,000 for all older Americans. Approximately one out of four (26.6%) older Hispanics was classified as poor by the Census Bureau; this level is the second highest ever recorded for Hispanics since the Census began tabulating data on this group. Poverty is particularly widespread among older Hispanic women. In 1982, the poverty rate for older Hispanic women (31.4%) was more than twice that of their Anglo counterparts (15.1%). Other elderly Hispanics do not fall into the set criteria for poverty but live so near this line that there is not perceptible difference, making the total number living in poverty 244,000. Moreover, these figures do not fully depict the dimensions of elderly Hispanic poverty. Other factors to be considered are Census undercounting of Hispanics and exclusion of people living with others who are not classified as poor. (CG)

ED 261 002 SO 016 821

Classroom Management: Teacher/Assistant Teacher Staff Development
 Materials.
Mississippi State Dept. of Education, Jackson. Bureau of School
 Improvement.
PUB DATE Sep 84
NOTE 168p.
LANGUAGE English
EDRS PRICE MF01/PC06 Plus Postage.
PUB TYPE Guides/Methods/Techniques (For Practitioners) -
 Non-Classroom Use (055)
DESCRIPTORS *Classroom Techniques; *Discipline; Elementary Secondary
 Education; Inservice Education; Instructional Materials;
 Professional Development; *Staff Development; Teacher
 Effectiveness; Teacher Improvement

A series of five modules is designed to provide content and structure for staff development in classroom management techniques. Each module contains preview questions, module objectives, a number of instructional activities keyed to stated objectives, and a number of follow-up/review questions and activities. The five module topics are: teacher behaviors and classroom control, planning and classroom management, maintaining positive appropriate behavior, keeping students on task, and alternative methods of punishment. A checklist is provided to help those observing teachers and assistant teachers. Four appendices contain the following materials: transparency masters and observation sheets for supervisors for modules 1, 2, and 3. (LP)

ED 261 019 SP 026 260

European Anti-Doping Charter for Sport. Recommendation No. R(84)19 Adopted by the Committee of Miniters of the Council of Europe on September 25, 1984 and Explanatory Memorandum.

Council of Europe, Strasbourg (France).

REPORT NO.- ISBN-92-871-0387-9
PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletes; Drug Abuse; *Drug Legislation; Foreign Countries; *Government Role; *Illegal Drug Use; *International Cooperation; Social Responsibility
IDENTIFIERS- Olympic Games

Effective action against doping in competitive sports requires cooperative action, not only between governments and non-governmental organizations, but also internationally. Guidelines are set forth for actions to be taken to prevent the use of drugs by athletes. Part 1 delineates measures to be taken by governments. These include legislative and/or other measures, establishing laboratories and encouraging research, developing educational programs, and providing subsidies for dope controls. In part 2, rcommendations are made on measures to be taken by sports organizations. These include unified enforcement of regulations, using dope control facilities, and reinforcement of eligibility provisions, penalties, and qualifying standards. Appended are statements on: (1) standards for dope control laboratories; (2) the dangers of doping; (3) formation of standardized international regulations; (4) procedures for carrying out doping controls; and (5) responsibilities in dealing with positive laboratory test results. (JD)

ED 261 036 SP 026 472

Communicating in Families. Teenage Health Teaching Modules.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 86p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; *Adolescents; *Conflict Resolution; *Family Relationship; Health Education; *Interpersonal Communication; Learning Modules; *Parent Child Relationship; Secondary Education
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module indicates ways in which early adolescents can develop skills in communicating their new adolescent feelings and fears to their families, can recognize and appreciate their new competence in enhancing their self-esteem, can demonstrate to their families their ability to handle situations increasingly well and more conscientiously, can learn to appreciate their families, and can turn their competency toward positive family experiences. These skills are included in eight activities (one optional) in which students: (1) observe and discuss family configurations and roles of family members; (2) use photographs to analyze family situations; (3) investigate how moods affect behavior and behavior affects others; (4) learn and practice new communications skills; (5) role play communication between adolescents and adults over issues of real concern; (6) learn and practice systematic problem solving; (7) assess development and competency; and (8) plan a health oriented family activity. Guidelines are presented for discussion group topics on familial relationships. (JD)

ED 261 052 SP 026 514

Doyle, Walter

Effective Classroom Practices for Secondary Schools. R&D Report No. 6191.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 42p.
GRANT- NIE-G-83-0006-P1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; Individual Instruction; *Instructional Improvement; *Learning Strategies; *Secondary Education; *Teacher Effectiveness; Teaching Methods; Time on Task
IDENTIFIERS- *Direct Instruction

This document provides administrators and instructional supervisors a framework for thinking about teaching and learning in secondary schools and suggests specific focal points for working with teachers to maintain and improve teaching effectiveness. The first section contains a discussion of instructional time and its meaning for secondary teaching. The second section is focused on the nature of academic work in secondary classes as a way to examine students' opportunities to learn the curriculum. The third section is directed to the basic instructional conditions that lead to productive use of classroom time. These basic conditions include provisions for classroom organization and management and instructional processes such as explanation, feedback, and correction of errors. This section also contains a brief guide to the instructional dimensions of individualized instructional programs and cooperative group systems. The effectiveness of direct instruction is emphasized. The final section contains a summary of basic principles that should shape the instructional decisions in effective secondary schools. A seven-page list of references concludes the document. (JD)

ED 261 067 TM 850 461

Leonard, Tom; Novick, Melvin R.
Bayesian Full Rank Marginalization for Two-Way Contingency Tables.
Iowa Univ., Iowa City. Cada Research Group.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel a
Training Research Programs Office.
REPORT NO.- ONR-TR-85-4
PUB DATE- 5 Apr 85
NOTE- 62p.
CONTRACT- N00014-83-C-0514
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; Clerical Occupations; Enlisted Personnel; Estimation (Mathematics); *Expectancy Tables; Higher Education; Latent Trait Theory; Mathematical Models; *Probability Statistical Studies; Test Theory
IDENTIFIERS- *Contingency Tables; Independence Model

A general approach is proposed for modeling the structure of a two-way contingency table, and for drawing inferences about the marginal and interaction effects, cell parameters, and conditional probabilities. The prior distribution expresses uncertainty in a simple reduced model, in particular the independence model. The posterior estimates of the cell parameters then provide compromises between the cell frequencies and fitted values obtained under the reduced model. In a mental test context, the reduced independence model is identical to Rasch's multiplicative Poisson model, and we therefore incorporate a procedure for checking the adequacy of this model. The use of some general ideas on marginalization makes it possible to computer reasonable approximations to the full posterior densities of many parameters, thus permitting thorough parametric inference and statistical modeling. All parameters are estimated via a hierarchical Bayes procedure. A cross classification of 5648 Marine Corps clerical students, by school and test grade, is analyzed in detail. The posterior densities of the 96 possible interactions suggest a simplified structure partitioning and collapsing of the table into a meaningful 3 x2 table. (Author/GDC)

ED 261 081 TM 850 485

Connecticut Basic Skills Proficiency Test, 1983-84: Mathematics, Basic Writing Skills in the Language Arts, Reading. Summary and Interpretations.

Connecticut State Board of Education, Hartford. Bureau of Research, Planning, and Evaluation.

REPORT NO.- BRPE-84-19
PUB DATE- 84
NOTE- 50p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Basic Skills; Cutting Scores; *Grade 9; *Minimum Competency Testing; *Scores; Scoring; Secondary Education; State Legislation; *State Programs; State Standards; Test Construction; *Testing Programs; Test Results; Trend Analysis
IDENTIFIERS- Connecticut; Connecticut Educational Evaluation Remedia Assist; *Connecticut Ninth Grade Proficiency Test

Results are presented of the Connecticut Statewide Basic Skills Proficiency Test, which was administered to Connecticut ninth graders for the fourth time in 1983. The history of the test is summarized; it was designed to identify students who are performing so far below grade level that they require remedial instruction to succeed in the ninth grade. The legislative mandate for the test is the Education Evaluation and Remedial Assistance Act. The subtests are described: mathematics, basic writing skills, language arts, and reading ability. Tables are included of the resulting scores, and sample writing responses are also appended. Highlights of the findings include the following: (1) average scores increased over the previous years in all areas; (2) the percentage of students who satisfied state standards increased in all areas; (3) there was greatest improvement in mathematics mastery, yet the greatest need was still in mathematics; and (4) language arts showed the most improvement in percentage of items correct. (GDC)

ED 261 095 TM 850 521

Patton, Michael Quinn
Six Honest Serving Men for Evaluation.
PUB DATE- 85
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Evaluation; *Evaluation Methods; Evaluation Needs; *Evaluation Utilization; Evaluators; *Program Evaluation
IDENTIFIERS- Caribbean Agricultural Extension Project; Evaluation Problems; Evaluation Research

This paper reviews what has been learned about evaluation ultilization during the past 20 years. Evaluation utilization is discussed in terms of what is used, who uses evaluation, when evaluation is used, how evaluation is used, where evaluation is used, and why evaluation is used. It is suggested that the personal factor - the interests and commitments of key people involved in the evaluation - is the most important explanatory variable in evaluation utilization. Ten basic utilization-focused evaluation premises are presented, and it is suggested that the primary direction for further utilization research is to test these premises in an integrated, holistic way in real evaluations. The recent external evaluation of the Caribbean Agricultural Extention Project is described to illustrate a comprehensive test of utilization focused evaluation in a real world project. Five issues that continue to create confusion in the field and that emerge from discussions of the stakeholder assumption and research on the personal factor are discussed. It is concluded that evaluators should act on what is already known about utilization and evaluate those actions rather that do further isolated research on utilization. Preliminary observations on the problems of misutilization are also presented. (BS)

ED 261 110   UD 024 406

Lee, Enid
Letters to Marcia: A Teacher's Guide to Anti-Racist Education.
Cross-Cultural Communication Centre, Toronto (Ontario).
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.; Ontario Ministry of Citizenship and Culture, Toronto.
REPORT NO.- ISBN-0-9691060-5-X
PUB DATE- 85
NOTE- 84p.; Also sponsored by Atkinson Charitable Foundation.
AVAILABLE FROM- Cross-Cultural Communication Centre, 965 Bloor Stree
West, Toronto, Canada M6H 1L7 ($9.00 Canadian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; Foreign Countries; Minority Groups; Parent School Relationship; *Racial Attitudes; *Racial Bias; Racial Relations; School Communit
Relationship; Services; *Staff Development; Teacher Attitudes; Teacher Role
IDENTIFIERS- *Canada

Staff development and classroom activities related to anti-racism are presented in this guide for Canadian teachers. The manual is divided into four chapters, plus an introduction and conclusion. Chapter 1 discusses the meaning of anti-racist education, and describes ways in which racism can affect the culture and society of a school. Each of the remaining chapters explores a different aspect of school life, but all are organized similarly, in four sections: a general discussion in the form of a letter to a teacher; staff development notes and activities; classroom activities; and resources. Chapter 2 describes ways of equalizing the partnership of the school and the community. It is addressed primarily to classroom teachers and administrators. Chapter 3, targeted primarily at classroom teachers, considers ways of using the curriculum to eliminate racist ideas. Finally, Chapter 4 provides methods for administrators, guidance counselors, and providers of support services to assess racism within the services they offer to students. The activities presented in this guide are meant to be integrated into existing programs, and are aimed at assisting students in developing a critical approach to social issues and in engaging in action to change unjust situations. (KH)

ED 261 138 UD 024 443

Walton High School Bilingual Language Arts Survival Training, 1983-1984. O.E.A. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 84
NOTE- 55p.; Appendices contain small, broken type.
GRANT- G00-830-2649
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *English (Second Language); High Schools; *Native Language Instruction; Program Evaluation; *Second Language Instruction; Spanish Speaking
IDENTIFIERS- New York (Bronx)

This evaluation report summarizes results of the Bilingual Langu Arts Program (BLAST), Walton High School, Bronx, New York, 1983-1984. BLAST was designed as a transitional program emphasizin student integration into society. The program provided instruction in English as a second language and native language arts, as well as bilingual instruction in social studies, science, mathematics, typing, and career orientation. Quantitative analysis of student achievement data indicates that: (1) most program students manifested improved oral/aural English language skills on the New York City Fluency Scale; (2) the yearly average passing rate for students in E.S.L. classes was 72%; (3) students demonstrated overall passing rates of 95% (fall) and 98% (spring) on both the city-wide and Regents examinations in Spanish; (4) overall passing rates in mathematics, science, and social studies courses were quite similar for both program and mainstream students; (5) overal passing rates in elective career courses were high; and (6) the attendance rate of program students was statistically significantl higher than the attendance rate of the school as a whole. Recommendations for improving the program include developing healt careers and computer literacy components, a bilingual program counselor, guidance office follow-up of students in mainstream classes, recruitment of a certified bilingual mathematics teacher, and workshops for project and school staff to further educate them in bilingual curricula. (CG)

Christian Ethics Curriculum [illegible]
Saskatchewan Dept. of Education, Regina.
PUB DATE [illegible]
NOTE [illegible]
LANGUAGE [illegible]
[illegible] PC03 Plus Postage.
[illegible] Guides/[illegible] (For [illegible])
DESCRIPTORS [illegible]
*Christianity; [illegible] Course [illegible]
Curriculum [illegible]
[illegible] Methods [illegible]
Justice; Learning Activities [illegible]
Psychological Characteristics [illegible]
School [illegible]
IDENTIFIERS [illegible]

A three-year [illegible] for grades 10, 11, and 12 [illegible] students [illegible] articulate [illegible] believe and practice. [illegible] the need for Christian [illegible] should [illegible] and the psychological characteristics [illegible] adolescents [illegible] discussed. The organization of [illegible] evaluation techniques are described. The bulk of the guide [illegible] major themes of the course: [illegible] religious [illegible] scripture [illegible] Old Testament [illegible] the contemporary [illegible] community [illegible] and sacraments, [illegible] everyday ecumenism [illegible] conscience [illegible] problems [illegible] marriage, and [illegible] these [illegible] general and [illegible] teaching [illegible] activities, and [illegible]

ED 261 003 SO 016 822

AUTHOR [illegible], Anita, Ed.; Kanatani, Kim, Ed.
TITLE Poetry in the Gallery: Introducing Poetry through the Visual Arts. A Handbook for Educators.
INSTITUTION Los Angeles Municipal Art Gallery, CA.
PUB DATE Nov 83
NOTE [illegible]p.; Project partially funded by the Institute of Museum Services.
AVAILABLE FROM- Los Angeles Municipal Art Gallery, 4804 Hollywood Boulevard, Los Angeles, CA 90027.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Art Education; Community Resources; Elementary Education; Instructional Materials; *Integrated Activities; *Interdisciplinary Approach; Learning Activities; *Museums; *Poetry; *Visual Arts

A handbook designed to explain the educational approach and outcomes of a year-long arts program which integrated art gallery tours with poetry writing is divided into four sections. Section 1, "Abstracts of the Evaluation" presents an overview of the philosophy of the program, background and organization, the participatory gallery tour which forms a fundamental part of the program, art in the classroom activities, poetry exercises, project evaluation, and recommendations. Section 2, "Lesson Plans and Related Poetry" contains two classroom art lessons and four gallery poetry lessons as well as sample student poems, all related to the Marvin Harden exhibit. A third section presents additional student poetry inspired by the Frederick S. Wright exhibition, while a final section contains sample student and program evaluation questionnaires. (LP)

SP

ED 261 020 SP 026 296

The Initiation to Teaching Project.
Alberta Dept. of Education, Edmonton.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Foreign Countries; Higher Education; *Inservice Teacher Education; *Program Design; *Teacher Orientation
IDENTIFIERS- Alberta; *Beginning Teacher Induction

The Initiation to Teaching project, designed by the Alberta (Canada) Ministry of Education, provides continued professional training to graduates of schools of education. The project's internship environment facilitates the transition from student to professional teacher. The project allows for: (1) refinement of teaching skills; (2) development of professional relationships; (3) assessment of the intern's suitablity for placement; (4) assessment of the effectiveness of the internship; and (5) further development of the professional skills of supervising teachers. Conditions, principles, guidelines, and procedures of the project are discussed. A brochure included with the report supplies information on the project's purpose and funding, eligibility requirements, and sources of information. (CB)

ED 261 037 SP 026 473

Promoting Health in Families. Teenage Health Teaching Modules.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 119p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Family Health; *Family Life Education; *Health Education; Learning Modules; *Parent Child Relationship; Secondary Education
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module is designed to help the classroom teacher introduce health-promoting knowledge, attitudes, and behaviors that will help adolescents to help themselves and other family members develop positive health practices. The module focuses on certain health practices that can promote good health at every stage in the life cycle. Students become engaged in dealing with their own health behaviors and those of their friends. They learn about their own health backgrounds. They become aware of the care and protection that is important in the childhood years, and learn how they can contribute to the health of other family members. In eight activities, the student: (1) studies the "We Are a Family" poster; (2) examines health concerns of adolescents and makes a plan for his/her own concern; (3) plans and pledges help for a friend's safety; (4) identifies health practices related to child bearing; (5) learns child health and safety; (6) learns of midlife health risks; (7) learns how to promote health in later years; and (8) plans and execute a group activity for health and fitness. An attached booklet provides a format for keeping a record of personal health and development for oneself and for close family members. The student using it is encouraged to maintain it and add new information as individual life style changes. (JD)

ED 261 125 UD 024 425

Stavros, Denny; Moore, JoAnne E.
Two Perspectives on School Climate: Do Staff and Students See a School the Same Way?
PUB DATE- 85
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educational Environment; High Schools; School Administration; *School Effectiveness; *School Personnel; School Role; *Student Attitudes; Student School Relationship; Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *Detroit Public Schools MI

Two studies of school climate were conducted at Detroit's Boulev High School in 1984, three years after the institution of a school improvement program. One study measured students' perceptions, the other assessed staff perceptions. Based upon the findings of this research, it became clear that in order to get a good picture of the school climate, data from both students and staff were needed. Staff and students had convergent opinions in many areas. The school's academic program was viewed positively by both groups. Students were positive about guidance and counseling, the curriculum, and the instruction. The staff were positive about related areas: frequent monitoring of student progress, and opportunity to learn and time-on-task. They viewed the department head, especially in the role of instructional leader, in a positiv light. The staff did not feel safe in the school (and students did not participate in activities which would cause them to remain at school after hours). Both students and staff were generally satisfied with the school, but had negative perceptions concerning Boulevard's administration. The staff viewed the principal as accessible but as a poor instructional leader. Students felt that the administration was not accessible, and they were not involved in the decision making process. And finally, while staff tended to have low expectations of student performance, students felt they were learning almost all they could and learning a lot in most or all classes. (Following the narrative, tabulated questionnaire responses are appended). (KH)

ED [illegible] [illegible]   SO [illegible]

Christian Ethics. A Resource [illegible] Division IV [illegible].
Saskatchewan Dept. of Education, Regina.
PUB DATE May 87
NOTE 39p.; For related [illegible] see SO [illegible] 974.
LANGUAGE English
EDRS PRICE [illegible] Plus Postage.
PUB TYPE Reference Materials - Bibliographies [illegible]
DESCRIPTORS Annotated Bibliographies; Beliefs; [illegible] Literature; Christianity; [illegible] Instruction; [illegible] Foreign Countries; High Schools; [illegible] Moral [illegible] Reference Materials; Religion; *Religious [illegible] Resource Materials; Supplementary Reading Materials; Teaching Guides; Values
IDENTIFIERS Canada; Saskatchewan

Listed are print and [illegible] resources that support the "Curriculum Guide for Division IV: Christian Ethics" intended for use in grades 10, 11, and 12. The course is designed to help students [illegible] reflect [illegible] and [illegible] what they believe and practice. Items in this resource [illegible] include books, teacher's guides, supplementary materials, reference materials, and audiovisual resources. The materials are organized under the headings of the themes found in the curriculum guide: (1) God and Man (Searching for God, [illegible] of the World, Death and [illegible], and Life beyond Death); (2) The Person of Christ (Jesus of the Gospels, The Parables of Christ, [illegible] God's People in the Old Testament, and Understanding the Bible); (3) the Christian [illegible] Church as Community, [illegible] Christian Worship and Sacraments, [illegible] Everyday [illegible]); (4) The Shaping of Christian Morality and Conscience, Moral [illegible] of [illegible], Marriage, and Social Justice). The publisher's [illegible] is provided for each entry. [illegible] directory is provided. (RM)

ED 261 004 SP 025 723

Powers, P. J.
A Preservice Integrating Inservice Model in Personnel Preparation for Special Education. A Symposia.
PUB DATE- Oct 84
NOTE- 24p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson, Wyoming, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Mainstreaming; *Physical Education; *Preservice Teacher Education; Rural Schools; *Special Education; *Teacher Education Programs
IDENTIFIERS- University of Montana

This paper, from the symposium "A Preservice Integrating Model in Personnel Preparation for Special Education," focuses on the interdisciplinary relationship inherent in Project RISPE (Rural/Remote Interdisciplinary Special Physical Education) and its influence on personnel preparation for special education at the University of Montana. The goal of Project RISPE is to improve collaborative personnel preparation for services to rural early childhood students and to severely/moderately handicapped children in Physical Education by increasing the ability of interdisciplinarily trained Physical Educators and Special Educators to effectively contribute to the education of handicapped children and youth. A conceptual and procedural overview is given of activities related to interagency collaboration and subsequent design of research processes intended to increase quality and quantity of trained physical and special educators in rural education agencies. (DF)

ED 261 021 SP 026 297

Levin, James; And Others
Critical Experiences in Student Teaching: Effects on Career Choice and Implications for Program Modification.
PUB DATE- 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Higher Education; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teachers; Student Teaching; *Teacher Motivation; Teacher Student Relationship; Teaching (Occupation)

Student teachers from Pennsylvania State University described experiences which supported or reduced their motivation to pursue teaching as a career. Data were collected from students who had successfully completed an 11 week full-time student teaching experience. The sample included 77 elementary, 92 secondary, and 28 special education student teachers. Most student teachers provided multiple comments regarding positive and negative experiences, resulting in 956 examples. Of these, there were 557 positive responses and 399 negative comments. Most positive responses came in the category of "individual interaction between teachers and student teachers," followed, in descending order, by "student feedback to teacher," "pedagogy," "achievement," and "teacher interaction with students." Categories with the most negative responses were "student behavior," "behavior management," "professional behaviors/attitudes outside the classroom," and "parents/community expectations/attitudes." Tables display percentages and ranks of positive and negative responses, and samples of comments in each of the categories are included. (CB)

ED 261 053 SP 026 515

Emmer, Edmund T.; And Others

Improving Classroom Management and Organization in Junior High Schools: An Experimental Investigation. R&D Report No. 6153.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
NOTE- 249p.
GRANT- OB-NIE-G-80-0116-P2
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Inservice Teacher Education; Junior High Schools; *Program Effectiveness; Student Behavior; Teacher Behavior; *Teaching Styles
IDENTIFIERS- Texas

The Junior High Management Improvement Study involved two urban school districts in two southwestern cities during the 1981-82 school year. In this field experiment on classroom management, experimental group teachers (n=18) and control group teachers (n=20) in four content areas received a manual and attended two workshops at the beginning of the school year. Extensive classroom observation of both groups provided a basis for assessing implementation of recommended management practices. The effects of the use of the recommended practices on student cooperation and task engagement were also assessed. Additional research questions investigated relationships between management behaviors and student behavior criteria and assessed impact of several context variables on management outcomes. Based on observations in the first two months of school, significant treatment effects were obtained in most of the nine areas of management addressed in the training materials and workshops. Treatment group teachers used the recommended management practices significantly more and established classes with more appropriate, task-oriented student behavior. Results provided evidence of the effectiveness of most of the recommended management practices, and suggest that research-based teacher education on classroom management could help many teachers establish better learning environments in junior high and middle school classes. (Author/JD)

ED 261 068 TM 850 463

Leonard, Tom; Novick, Melvin R.
Bayesian Inference and Diagnostics for the Three Parameter Logistic Model.
Iowa Univ., Iowa City. Cada Research Group.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel a
Training Research Programs Office.
REPORT NO.- ONR-TR-85-5
PUB DATE- 8 Apr 85
NOTE- 30p.
CONTRACT- N00014-83-C-0514
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; Cognitive Measurement; Estimatio
(Mathematics); *Latent Trait Theory; *Mathematical Models;
Statistical Studies; *Test Theory
IDENTIFIERS- *Birnbaum Models; *Three Parameter Model

This proposal attempts to follow in Allan Birnbaum's tradition by using Bayesian ideas to show that his mental test model possesses even broader applicability than previously realized. Birnbaum's two significant contributions to the theories of statistics and educational testing are: (1) the proof that the sufficiency and conditionality principles together imply the liklihood principle, thus justifying conditional or Bayesian inference when compared with frequentist inference; and (2) the mental test model introduced by Lord and Novick. A conditional maximization procedure is used here to approximate numerical integrations, thus broadening the scope of Bayesian inference and model checking. (Author/GDC)

ED 261 082 TM 850 486

Boser, Judith A.
A Consistently Successful Follow-up Survey.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; College Graduates; Elementary Secondary Education; *Followup Studies; *Graduate Surveys; Higher Education; Principals; Questionnaires; *Research Methodology; Sampling; *Surveys; Teacher Evaluation
IDENTIFIERS- *Mail Surveys; *Response Rates (Questionnaires)

As part of the evaluation of the College of Education at the University of Tennessee, an annual survey is conducted to obtain principals' ratings of graduates who are certified beginning teachers. This survey has enjoyed a response rate in excess of 90 percent. The survey is conducted by mail, with one mail followup, and occasional telephone followups. The first step is to identify the specific school locations of the teaching graduates. Then the survey forms and cover letters are mailed to the principals. One followup letter and another copy of the questionnaire are sent to those 15 to 29 percent who have not responded after four weeks. Telephone calls are also made, but such calls have not exceeded three in any of the three years discussed. Five different introductory cover letters are used, as well as personal individualized letters when indicated. Return envelopes are provided, and the letters are prepared on high quality letterhead stationery. These procedures are satisfactory in producing a high response rate. The three-page questionnaire, which is appended, includes demographic information, a rating scale of teacher effectiveness, and a check list of factors which influenced the principal to hire this teacher. (GDC)

ED 261 096 TM 850 522

Languis, Marlin; Naour, Paul
Sex Differences and Neurodevelopmental Variables: A Vector Model
PUB DATE- 1 Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Development; Cognitive Development; *Cognitive Style; Developmental Stages; Early Childhood Education; Elementary Secondary Education; Individual Development; *Individual Differences; Learning Disabilities; *Models; Neurology; Prenatal Influences; *Sex Differences; Sex Role; Vectors (Mathematics)
IDENTIFIERS- Hormones

For the individual, gender difference falls along the feminine-masculine continuum with strong neurodevelopmental influences at various points throughout the lifespan. Neurodevelopmental influences are conceptualized in a vector model of sex difference. Vector attributes, direction and magnitude, are influenced initially by differences in levels of sex hormones at developmentally sensitive points in the lifespan. Hormonally induced variation is secondarily reinforced by sex role influences of society and culture. A hormonally induced and culturally reinforced vector model of sex differences is adequate to account for the large range of variation in cognitive and learning patterns of individuals within female and male populations, as well as the mean difference between the gender groups. (Author)

ED 261 111 UD 024 409

Carrasquillo, Angela L.; Carrasquillo, Ceferino
Annotated Bibliography on Return Migration to Puerto Rico.
PUB DATE- Jan 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Demography; Hispanic Americans; *Puerto Ricans; Research Reports; United States History
IDENTIFIERS- Puerto Rico; *Return Migration; United States

This paper is an annotated bibliography on return migration from the mainland United States to Puerto Rico. An introduction defines the term "return migration" in the specific context of the Puerto Rican community. The introduction is followed by the bibliography, which lists and summarizes research studies and works dealing with demographic data and historical/philosophical information useful to those seeking to review the literature on return migration. Altogether, 63 works in Spanish and English are included and are listed alphabetically by author. The annotations vary in length from three lines to two or three paragraphs. (CG)

ED 261 139 UD 024 444

Douglas, Harry E., III
Sharing: The Key of Networking. Proceedings of the Annual Conferen of the National Society of Allied Health (Houston, Texas, March 30-31, 1984).
Charles R. Drew Postgraduate Medical School, Los Angeles, Calif.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
PUB DATE- Mar 84
NOTE- 123p.
CONTRACT- HRSA-84-220(P)
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupation Education; Allied Health Personnel; *Black Colleges; Career Counseling; *College Planning; High Schools; Leadership; Minorit Groups
IDENTIFIERS- *Networking

The topic covered at the 1984 annual meeting of the National Society of Allied Health (NSAH) was networking among schools of allied health and health related professionals concerned with increasing the numbers of minorities (Blacks, Hispanics, Native Americans) in the allied health and health related fields. This booklet is a compilation of the proceedings. The stated objectives of the meeting were to (1) identify benefits of sharing resources for the development and maintenance of allied health programs; (2) provide information and model programs for developing allied healt programs; (3) identify and bring together key minority people in organizations involved in the field; (4) provide strategies for establishing a network between educational institutions in the field; and (5) promote minority participation in seeking leadershi positions in the field. These themes were developed in the speeche given by a variety of professionals in the field from government and educational institutions. One paper was also presented which described a model health career counseling program for urban high school students. The proceedings conclude with a short note about the contributors and an address listing of participants. (CG)

ED 261 038 SP 026 474

Having Friends. Teenage Health Teaching Modules.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 125p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Friendship; *Health Education; Learning Modules; *Peer Relationship; Personality Traits; Secondary Education; *Self Concept; Social Development
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. The central goal of this module is to encourage responsible teenagers to welcome and support one another, outwardly as well as inwardly, instead of assuming that everyone else subscribes to ideals of conformity and intolerance. It is based on the assumption that most young people seek and respect qualities in their friends conducive to good relationships and healthy choices. The teacher's principal role is to help students say and hear what they want from one another as friends, and to help them practice giving and receiving friendship. Guidelines are offered for group discussions and role-playing in 10 activities in the following areas: (1) kinds of relationships and their influence on health decisions; (2) popularity; (3) intolerance; (4) speaking up on health-related beliefs; (5) feelings, attitudes, and coping strategies related to shyness; (6) loneliness; (7) promoting friendship; (8) desirable qualities in friends, dates, and future spouses; (9) making decisions in interpersonal situations; and (10) summary and evaluation of key concepts. (JD)

ED 261 112 UD 024 410

Ferdman, Bernardo M.; Hakuta, Kenji
A Population Perspective on Bilingualism in Puerto Rican Children.
PUB DATE- 27 Apr 85
NOTE- 12p.; Paper presented at the Society for Research in Child Development (Toronto, Canada, April 27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *Cognitive Ability; Demography; Elementary Education; *Elementary School Students; *Hispanic Americans; *Puerto Ricans; *Social Environment; Spanish Speaking
IDENTIFIERS- Connecticut (New Haven); Population Perspective

This paper considers the relationship between bilingualism and intelligence in Puerto Rican children from a population perspective. A population perspective refers to the idea that many of the variables considered by psychologists to be independent are, in fact, distributed non-randomly in the population, and that this distribution needs to be considered as an essential aspect of the phenomenon in question. Almost 400 elementary school students in a bilingual program in New Haven, Connecticut, who were homogeneous in terms of socioeconomic status (low) and ethnicity (Puerto Rican) were tested using measures of English and Spanish ability, metalinguistic skills, and nonverbal intelligence. Results, in general, supported the position of a positive relationship between bilingualism and cognitive ability. Along with the student testing, a large-scale survey of all parents of Puerto Rican elementary school students was carried out in an attempt to gain understanding of what characteristics described the subpopulation from which the cognitive study sample was drawn, in relation to the broader Puerto Rican community. It is argued that the relationships found between demographic characteristics and language use, within both the subgroup and the larger group, highlight the importance of understanding the social environment in which bilingualism develops if questions are to be asked about its effects, and that what happens to an individual child will be a function of an interplay of influences that cut across various levels of analysis. (CMG)

ED 261 126 UD 024 426

Sacks, Susan Riemer; Brady, Patricia
Who Teaches the City's Children? A Study of New York City First Ye
Teachers.
PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Racial Differences; Sex Differences; *Teacher Attitudes; *Teache
Characteristics; *Teacher Morale; Urban Schools
IDENTIFIERS- *New York (New York)

In 1983, 602 first year New York City teachers participated in a questionnaire study of their backgrounds, motivations, personal attitudes and experiences, and the support structures they felt they needed to survive in their profession. Results indicate that regardless of gender, race, or religion, participants were proud t
teach, well educated, concerned about children, fully engaged in their new profession, and relatively unstressed (although teachers of kindergarten through Grade 3, women, and Caucasians were slightly more stressed than other groups). Overall, first year teachers appear to be hard-working individuals who are motivated more by idealistic than pragmatic reasons for entering teaching. They also seem to be more concerned with their students' experiences than with their own experiences as new teachers, and this is an indication of the transition from self-preoccupation to pupil-centeredness that is necessary for effective teaching. However, the fact that there were so few differences among the 602 teachers of diverse backgrounds and experiences, from every grade level and city borough, suggests that the first teaching year may have a normalizing effect. The new teachers gave strong support fo
retired teachers to serve as mentors for first-year teachers in 1984, and a study of this intervention is underway. (KH)

ED 260 985 SO 016 776

Duvall, Charles R.; [illegible]
Guide to Free and Inexpensive Economic Education Materials. Third Edition.
Indiana Council for Economic Education.
PUB DATE 85
NOTE [illegible]; For 1980 and 1984 editions, see ED [illegible] and ED [illegible].
LANGUAGE English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Reference Materials - Bibliographies (131)
DESCRIPTORS Annotated Bibliographies; Business; Class Activities; *Economics Education; Elementary Secondary Education; Industry; Instructional Materials; Public Agencies; Resource Materials
IDENTIFIERS *Free Materials; Inexpensive Materials

Intended to help elementary and secondary teachers obtain economic curriculum materials, this guide lists [illegible] of selected free or inexpensive materials sponsored by business, industry, and government agencies. The listing is meant to aid teachers in obtaining those items that were judged by the authors to be superior. The kinds of sponsored materials listed include exercises, teacher's guides, pamphlets, films, videocassettes, filmstrips, resource handbooks, journals, audio kits, comic books, and research reports. Agencies and firms publishing the sponsored materials are listed alphabetically. Information provided for each entry includes the agency or firm address, a description of the sponsored materials and grade level. Although no individual dates are provided for entries, the authors state in their introduction that the materials appear for display or represent the most current resources available. [illegible] discussion of the evaluation and selection process [illegible] that teachers should consider if they intend to use a full range of free (sponsored) materials. Items are indexed by firm, economic concept, and grade level (elementary only). (RM)

ED 261 005 SP 025 923

Sheffield, Emilyn A.; And Others
Health Status and Leisure Behavior of Sexual Assault Victims: Educational Opportunities for Health and Leisure Professionals.
PUB DATE- Jan 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 31-February 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Disease Incidence; *Leisure Time; Life Style; *Rape; *Victims of Crime

The health status and leisure behavior of victims of sexual assault were studied. Data concerning present illness symptoms, past illness symptoms, negative health behavior, family health history, and female reproductive physiology illness symptoms were obtained and analyzed. Sexual assault victims were similar to nonvictims demographically except that victims had more children and visited their doctors more frequently. Victims also suffered more illness symptoms, including asthma, severe colds, and stiff muscles and joints. Victims also had more negative health behaviors, such as lack of exercise, smoking, and alcohol excess, and more female reproductive illness symptoms, such as dysmenorrhea. No difference was found between victims and nonvictims regarding family health history and past illness symptoms. An association between leisure behavior and degree of reorganization or disorganization exhibited by the victim was discovered. Leisure behavior appears to play a part in successful reorganization of assault victims. (CB)

ED 261 022 SP 026 301

Marginson, Simon
Browne and Foster's "Sociology of Education." AFT Research Notes. Number 6.
Australian Teachers' Federation, Canberra.
PUB DATE- 30 Apr 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Sociology; *Educational Theories; Higher Education; Outcomes of Education; Political Socialization; *Social Change; *Social Science Research; *Teacher Education

This paper reviews the book "Sociology of Education" (Browne and Foster, editors). The paper begins with the observation that the study of the sociology of education is an important part of teacher training, but is often forgotten after graduation in the first year of classroom experience. Problems which impede the incorporation of educational sociology into teacher preparation and development are sketched, after which the book is reviewed under the heading of: (1) effects of education; (2) the role of sociology of education; (3) limitations of conservative sociology; (4) status equality in the "old" sociology of education; (5) the transition from "old" to "new" sociology; (6) problems of the "new" sociology of education; (7) policy implications; (8) the need for a theory of education; (9) public and private schooling; and (10) sexism in education. The review also examines areas in this field which are not covered in the book. (CB)

ED 261 069 TM 850 464

California Assessment Program Statewide Testing Results by District and by School. 1983-1984 School Year. Evaluation Department Repor No. 385.

San Diego City Schools, CA. Planning, Research and Evaluation Div.

REPORT NO.- SDCS-RR-385

PUB DATE- 27 Nov 84

NOTE- 74p.; For report of 1982-1983 school year, see ED 248 254.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; Achievement Tests; Basic Skills
Educational Assessment; Educational Testing; Elementary Secondary
Education; Grade 3; Grade 6; Grade 8; Grade 12; *School Districts
Scores; State Norms; State Programs; *Testing Programs; Test
Interpretation; *Test Results; Trend Analysis

IDENTIFIERS- *California Assessment Program; *San Diego Unified School District CA

This report provides a detailed summary of California Assessment Program (CAP) test results for the San Diego, California, City School District. The CAP achievement tests in reading, mathematics, written language, (written expression and spelling for twelfth graders) were administered in grades 3, 6, 8, and 12. A number of tables and appendices are used to present the test results, including results for each school in the district. Highlights of the test results are summarized. Third graders scored above statewide averages in all areas, improving for the third consecutive year. Sixth graders scored above state averages in written language and mathematics, and equaled the state average in reading. Language and mathematics scores increased, while reading scores declined. In grade 8, mathematics scores were well above the state average, and reading and language scores were slightly above average. Twelfth grade mathematics scores continued to be well above the state average. Reading, written expression, and spelling scores were above state averages; the previous year, they were not. (GDC)

ED 261 083 TM 850 494

Scruggs, Thomas E.; Lifson, Steve

Are Learning Disabled Students "Test-Wise?": An Inquiry into Reading Comprehension Test Items.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 84
NOTE- 16p.; Paper presented at the joint meeting of the Evaluation Network and The Evaluation Research Society (San Francisco, CA. October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Difficulty Level; Elementary School Students; Grade 3; *Guessing (Tests); *Learning Disabilities; Multiple Choice Tests; Primary Education; Reading Ability; *Reading Comprehension; *Reading Tests; Standardized Tests; Test Items; Test Validity; *Test Wiseness; Timed Tests
IDENTIFIERS- Comprehensive Tests of Basic Skills; Stanford Achievement Tests

The ability to correctly answer reading comprehension test items, without having read the accompanying reading passage, was compared for third grade learning disabled students and their peers from a regular classroom. In the first experiment, fourteen multiple choice items were selected from the Stanford Achievement Test. No reading passages were provided, but the items were clustered according to their association with a particular passage. The learning disabled students answered correctly only slightly more than predicted by chance. Scores of the non-learning disabled group were significantly higher. In order to address the suggestion that the poorer performance of learning disabled students was caused by their lesser ability to read the test questions, a second experiment was conducted. A different sample of students included learning disabled and average third grade students. The examiner read each of the 14 test items aloud, and all students were given sufficient time to answer all items. The average students again had higher scores than the learning disabled group. The results suggested that learning disabled students may be less likely than their non-learning disabled peers to apply test-taking strategies to reading comprehension questions. (GDC)

ED 261 097 TM 850 523

Abalos, Jose; And Others
Statistical Methods for Selecting Merit Schools.
PUB DATE- Apr 85
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Achievement Tests; Comparative Analysis; Cutting Scores; Elementary Education; Junior High Schools; *Merit Rating; *School Effectiveness; Socioeconomic Status; *Statistical Analysis; *Statistical Bias; Statistical Studies; Test Results
IDENTIFIERS- Florida Merit School Program; *Palm Beach County School FL; Stanford Achievement Tests

This study investigated six statistical merit school selection methods using student scores on a nationally normed, standardized achievement test to identify merit schools. More specifically, its purpose was to select a method for the Palm Beach County School system which meets the Florida merit school program criterion of fairness in terms of socioeconomic status (SES). Stanford Achievement Test (SAT) 7 Reading Comprehension and Total Mathematics scores for grades 3, 4, and 5 were used in the elementary school analysis, and score for grades 7 and 8 in the middle/junior high school analysis. The methods of analysis investigated were (1) student-based regression; (2) school-based regression; (3) school-based multiple regression predicting mean gain with free lunch; (4) disaggregated percentile groups; (5) adjusting school mean scaled score gains by the differential performance of free and non-free lunch students; and (6) unadjusted mean scaled score gains. Four aggregation techniques combining indices across grades and subtests to yield a single school merit index (SMI) were presented and three methods of setting cutoff points were suggested. Results indicate that none of these merit school selection methods can be highly recommended. School-based regression analysis appeared the most acceptable for large school districts. Further research is recommended. (BS)

ED 261 140 UD 024 446

To Whom Do They Belong? "A Profile of America's Runaway and Homele
Youth and the Programs That Help Them."
National Network of Runaway and Youth Services, Inc., Washington,
PUB DATE- Jul 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTORS- Child Welfare; *Family Problems; Government Role;
*Runaways; *Social Services; *Youth Problems; *Youth Programs

A profile and needs assessment of runaway and homeless children produced using survey data gathered from 210 youth services agencies throughout the United States. The National Network of Runaway and Youth Services conducted this survey to provide policymakers and the media with information about successful, cost-effective crisis intervention services. Shelter programs, it was found, work well. In order to maintain and strengthen their effectiveness, however, programs require: more resources for specialized staff training; capital improvement of their facilities; increased capacity for more youth; adequate staff salaries; additional service components; and, most crucially, complementary services for meeting the diverse youth and family problems. Furthermore, to reach unserved and underserved communities, urban programs expressed the need for additional (but not larger) facilities, and rural programs expressed the need for serving adjoining counties or unserved communities. Five major public policy recommendations were derived from the survey: (1) Congress and the Reagan Administration should increase the annual appropriation of the Runaway and Homeless Youth Act; (2) in States lacking runaway and homeless youth legislation, government should augment private and Federal funds to serve these youth; (3) the Department of Health and Human Services should conduct further national studies and data collection activities on runaway and homeless youth, the children served by shelters, and the family dynamics which foster runaway behavior; (4) concerned policymakers youth service professionals, and others must sustain a public education media campaign which focuses on the problems and needs o troubled youth; and (5) Congress and the Administration should enact a "National Youth Policy" to coordinate existing youth programs and create a legislative framework in which remaining needs and problems can be addressed. (KH)

ED 261 039 SP 026 475

Living With Feelings. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 62p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Emotional Adjustment; *Health Education; *Interpersonal Competence; Psychological Needs; Secondary Education; *Self Actualization; *Self Concept
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. The major goals of this module are to promote feelings of self-acceptance in adolescent youths, to develop skills in coping with emotions, and to learn to relate to the feelings of others. Five class activities are outlined, each of which involves a mini-lecture and group discussions. The topics are: (1) the range of feelings and their relationship to the body; (2) coping with and responding to feelings; (3) responses to both positive and troubled feelings; (4) responding to the feelings of others; and (5) feelings and self-acceptance. A list of programs and resources relevant to the module are presented. (JD)

ED 261 054 SP 026 535

Cornett, Lynn; Weeks, Karen
Career Ladder Plans: Trends and Emerging Issues--1985.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Jul 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; *Incentives; *Merit Pay; *Program Development; State Action; *Statewide Planning; *Teaching (Occupation); Trend Analysis

During the last two years many legislatures and state boards of education have been devising plans and establishing programs to reward outstanding performance of teachers through incentive programs. States are implementing large-scale statewide programs, funding pilot projects, or funding the local development of performance-based incentive programs. A survey in August 1984 showed several different approaches states used to develop these programs. While the states' responses varied, the questions to be resolved are similar: Will statewide or locally developed plans be adopted? Who will be included--teachers and/or administrators? How will teachers be evaluated? What about funding? Will teachers receive incentives in the first year of the program, or will the pay incentives and, therefore, major state funding be phased in after two or three years? This publication includes an updated version of the 50-state survey and provides an analysis of the emerging trends in developing and refining plans, implementing programs, and some early observations about intended and unintended outcomes of performance-based incentive programs. A state-by-state summary of 1985 state actions on career ladders is given. (JD)

ED 261 127 UD 024 427

Harpring, Sharon A.
Inclass Alternatives to Traditional Chapter 1 Pullout Programs.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14 Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Class Organization; Educational Environment; Educationally Disadvantaged; Elementary Secondary Education; *Program Implementation; *Remedial Programs; School Districts; Special Education; Teacher Aides
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Seven alternative approaches used by school districts dissatisfi with the Chapter 1 pullout model are described in this paper. The problems the districts encountered are discussed, and the viabilit of implementing similar programs in other districts is assessed. The seven programs include two replacement models, two aide-based delivery service designs, an inclass reading program for the secondary level, an inclass elementary level program combined with an inclass lab model, and a traditional inclass program which evolved over time. The alternative programs, it is said, were developed to overcome such problems as classroom disruption, scheduling difficulties, student movement disturbances, fragmentation of instruction, loss of time, and the stigmatizing o Chapter 1 participants. (KH)

ED 261 023 SP 026 304

The Proceedings of the National Federation's Annual National Conference of High School Directors of Athletics (15th, Milwaukee, Wisconsin, December 9-12, 1984).

National Federation of State High School Associations, Kansas City, Mo.

PUB DATE- Dec 84
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Athletic Coaches; *Athletics; Legal Responsibility; *Noninstructional Responsibility; Secondary Education; Teacher Behavior; Teacher Burnout
IDENTIFIERS- *Athletic Directors

This document contains abstracts of 37 presentations made on the the topics of: professional criticism; athletic directors; public relations; cheerleading; evaluation of coaches; risks and participation forms; noncertified coaches; nonteaching coaches; coach burnout; salaries and merit pay for coaches; conduct standards; financial matters; and building school spirit. Authors of presentations, athletic administrators from high schools, were: (1) D. Carr; (2) J.A. Sparks; (3) L. Burkett; (4) D. Karlgaard; (5) P. McLaughlin; (6) G. Hendren; (7) D. Cox; (8) B. Pearce; (9) H. Greer; (10) B. Watt; (11) B. Whitehead; (12) L. Pence; (13) C. Wehmann; (14) K. Hand; (15) D. Hardy; (16) J. Steinberg; (17) J. Miller; (18) R. Park; (19) B. Jensen; (20) T. Janssen; (21) J. Dakleman; (22) L. Ahlbrand; (23) T. Griffin; (24) E. Matthews; (25) V. Meyer; (26) R. Stolski; (27) B McCoy; (28) C. Herman; (29) R. White; (30) J. Czanko; (31) A. Mallanda; (32) G. Long; (33) T. Bryan; (34) B. Kosower; (35) F. Smith; (36) N. McCauley; and (37) J. Bartlett. (CB)

ED 261 113 UD 024 411

Murguia, Edward, Comp.; And Others
Ethnicity and Aging: A Bibliography. Checklists in the Humanities a
Education: Series Number Eight.
REPORT NO.- ISBN-0-939980-03-7
PUB DATE- 84
NOTE- 140p.
AVAILABLE FROM- Trinity University Press, 715 Stadium Drive, San
Antonio, TX 78284 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); American Indians; Asian American
Blacks; Demography; *Ethnic Groups; *Ethnicity; Health; Hispanic
Americans; Life Style; Minority Groups; *Publications; *Resource
Materials; Social Problems; Sociocultural Patterns; Socioeconomic
Status; Whites

Literature on ethnicity and aging is listed in this bibliography, which is intended to assist researchers, teachers, and policymakers. The bibliography is divided into seven categories: (1) multiethnic and general studies; (2) Black Americans; (3) Hispanic Americans; (4) Native Americans; (5) Asian and Pacific Americans; (6) European origin ethnic groups; and (7) other bibliographies. Within each category, the cited materials are arranged by topical area. Topics covered include the following: crime, prison, and the legal system; death and dying; demographic and socioeconomic characteristics; food and nutrition; general; health, medicine and folk medicine; housing; leisure, marriage and family; mental health and life satisfaction; mortality; nursing homes and institutionalization; prejudice, discrimination; racism, and stereotyping; religion; rural living; social policy and politics; social security; support services; theory, research, and training; women; and work and retirement. Also included is a list of bibliographical resources and an author index. (KH)

Disarmament and Development: Security in an Interdependent World. Briefing 9.
North-South Inst., Ottawa (Ontario).
PUB DATE May 85
NOTE 5p.; For related document, see SO [illegible].
AVAILABLE FROM The North-South Institute, [illegible] Rideau, Ottawa, Canada K1N [illegible] ($2.00).
LANGUAGE English
EDRS PRICE MF01/PC01 Plus Postage.
PUB TYPE Guides - General (050) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
DESCRIPTORS *Armed Forces; *Developed Nations; *Developing Nations; *Disarmament; Economic Development; *International Relations; National Defense; *National Security; Nuclear Warfare; World Problems
IDENTIFIERS *Economic Impact; *Interdependence

Drawing on recent analyses carried out around the world, this paper demonstrates how economic and military insecurity feed on each other in various ways at both regional and international levels. Following an introduction, material is organized in three parts. "The Military Sector and the Economy" outlines facts to demonstrate how military consumption of resources that would otherwise be available for economic and social development exacerbates resource-related tensions. Also discussed are the hypothesis that military spending is good for the economy, the effects of military spending on inflation, and the economic effects of the arms trade. A second section examines the military's role in governments of developing nations. The third section outlines alternative approaches to security through [illegible] and economic interdependence. [illegible]

ED 261 006 SP 026 036

Creek, Roy J.; Vollmer, Marian L.
The Educational Internship: A Teacher Training Model for the
Nineties.
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Graduate Study; Higher Education; Masters Degrees;
*Teacher Education; *Teacher Interns
IDENTIFIERS- Master of Arts in Teaching Program PA; *University of
Pittsburgh PA

The effects of a teaching program internship on selected personal and professional characteristics of teacher interns were studied. The Master of Arts in Teaching (MAT) Program is a graduate internship built upon an extended practical experience in the laboratory school at the University of Pittsburgh. MAT is a competency based program designed for college graduates with degrees in liberal arts, education, or other professional fields. The program focuses on development of teaching skills for successful classroom experiences. Major components of the program are basic studies, research knowledge, and professional education. Performance competencies of interns in the MAT program were assessed through their supervisors' responses to the Teacher Assessment Instruments. Students in the MAT program scored significantly higher in two of the three areas tested, namely, teaching plans and materials and classroom procedures. The students' scores in the third area, interpersonal skills, were high before they entered the MAT program, and scores in this area did not significantly increase after internship. Scores and other data are displayed in a series of appended figures. (CB)

ED 261 070 TM 850 465

Crawford, John; And Others
Causal Modeling of School Effects on Achievement.
Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.
PUB DATE- Mar 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apr 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrator Evaluation; *Administrator Role; Elementary Secondary Education; *Institution Characteristics; Leadership Qualities; Mathematics Achievement; Models; Organizational Climate; Path Analysis; *Predictor Variables; Principals; Public Schools; Reading Achievement; Research Design; *School Effectiveness; *Teacher Administrator Relationship; Time on Task
IDENTIFIERS- California Achievement Tests; Leadership Climate Inventory; *Oklahoma City Public Schools

Various models of school effects on student achievement were applied in a study of reading and mathematics achievement in the 94 schools of the Oklahoma City Public Schools. The Leadership/Climate Inventory, completed by 1294 teachers, rated school principals in the areas of expectations, instructional leadership, forceful or dynamic style, effective consultation with others, discipline, resources, time management, and evaluation of results. Data were also collected on the allocation and use of instructional time at each school. Achievement data, aggregated to the school level, were based on reading and mathematics scores on the California Achievement Tests. Models have suggested that the following school effects are related to achievement--principals' leadership effectiveness, within-school cohesiveness among teachers, prior achievement in the school and instructional time. Path analysis was used to study these relationships, as well as differences between upper and lower grades. Results supported the principal effects and within-school cohesiveness models, although the effects were stronger in mathematics than in reading. Effects were also stronger in the elementary and fifth year grades than in the middle schools and high schools. Instructional time was also related to achievement, especially in mathematics. (GDC)

ED 261 084 TM 850 499

Cason, Gerald J.; And Others
Handicapping Raters for Fairer Clinical Grading: A Practical Application.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Associatio of Medical Colleges, Southern Group on Medical Education (San Jua Puerto Rico, April 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Behavior Rating Scales; *Clinical Experience; *Grading; Higher Education; *Interrater Reliability; Medical School Faculty; *Medical Students; *Practicum Supervision; Student Evaluation; *Weighted Scores

To minimize the effects of systematic differences in raters' standards of clinical competence, a handicapping system was applied to the ratings made by fourteen preceptors of 128 junior year medical students in a 6-week psychiatry clerkship at the University of Arkansas for Medical Sciences. The handicap of a preceptor was the difference between the grand mean of all ratings and the mean of that preceptors ratings. The handicap was added to the preceptor's raw ratings. Final clerkship grades were based on weighted scores on the National Board of Medical Examiners psychiatry test, local psychiatry tests, and the rating. The observed range of preceptor handicaps (9 points) was quite large when compared to the observed range of raw ratings (16 points). Results showed that the adjusted ratings increased rater reliability by 25 to 35 percent. Adjusted ratings produced an increased correlation among the measures and a slight improvement in the adjusted total reliability when compared to the raw total. Thirteen percent of the students' grades changed one letter, depending on whether raw or adjusted scores were used. (Author/GDC)

ED 261 098 TM 850 525

Cashin, William E.
Student Ratings: The Need for Comparative Data.
PUB DATE- 31 Mar 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *College Students; *Comparative Analysis; Higher Education; Rating Scales; *Student Evaluation of Teacher Performance; Teacher Evaluation; Teacher Improvement; Test Reliability; Test Use; Test Validity
IDENTIFIERS- Evaluation Problems

There are four reasons why comparative data is needed for student ratings of faculty performance: (1) the considerable inflation of student ratings; (2) the great variability in the way students rate different items; (3) because student rating systems must be flexible and comparable; and (4) because of factors (such as student motivation, class size and academic field) which bias student ratings. Studies involving the Instructional Development and Effective Assessment System, the Student Instructional Report, the Purdue University Cafeteria System, the Instructor and Course Evaluation System, and the Course/Instructor Evaluation Questionnaire are used to illustrate these problems with student rating systems. It is concluded that without comparative data, use of student ratings for teaching improvements is misleading and use for personnel decisions is inaccurate at best. A 24-item bibliography is included. (BS)

UD

ED 261 141 UD 024 44

Multicultural Women's Summer Institute Bibliography.
SPONS. AGENCY- Illinois Univ., Chicago.
PUB DATE- 83
NOTE- 30p.; Bibliography prepared for the Multicultural Women's Summer Institute (Chicago, IL, July 10-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; *Asian Americans; *Blacks; *Femal Higher Education; *Hispanic Americans; Latin Americans; Mexica Americans; *Multicultural Education; Puerto Ricans; *Reading Materials

Literature on women of color for use in planning and teaching interdisciplinary courses on women in the United States are list in this bibliography, which was compiled at the Multicultural Women's Summer Institute sponsored by the Women's Studies Progra of the University of Illinois at Chicago in 1983. Journal articl and books by and about American Indian, Asian-American, Black, a Hispanic (Chicano, Puerto Rican, and Latin American) women are cited. (KH)

ED 261 040 SP 026 476

Handling Stress. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 88p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Health Education; Learning Modules; Physical Health; Psychological Patterns; *Relaxation Training; Secondary Education; *Stress Management; *Stress Variables
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module attempts to help adolescents understand the meaning of stress in their lives, help them see the critical relationship of stress to short- and long-term health, and introduce them to a variety of techniques and behaviors to help manage and minimize the effects of stress. Three kinds of stress are emphasized: situational, psychological, and environmental. Outlines are provided for class activities directed towards: (1) distinguishing between and defining the terms stress, stressor, and distress; (2) investigating the sources of stress at different ages and comparing findings; (3) learning about the stress response and the relationship between stress and health; (4) discovering the role of perception in the creation and handling of stress; (5) minimizing stress through relaxation; (6) minimizing stress through assertive communication; (7) understanding the potential use and misuse of diet, exercise, and sleep in response to stress; and (8) looking for changes in attitudes and behaviors toward stressors. Class activities are conducted by discussion, mini-lectures, relaxation exercises, and role playing. (JD)

Willie, Reynold
The Continuing Education Needs of Teachers in Catholic Parochial Schools.
PUB DATE- 82
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Catholic Educators; Catholic Schools; Higher Education; *Professional Continuing Education; *Teacher Attitudes; Teacher Education

Although large numbers of teachers are employed in the Catholic parochial schools, little information about their continuing education interests is reported in the literature. A mail survey of a systematic sample of 215 classroom teachers in the St. Paul-Minneapolis archdiocesan schools revealed high interest in such continuing education topics as new curricular developments and the use of computers in the classroom and low or no interest in teaching the handicapped, multicultural education, and individualizing instruction. Differences were found among groups when teachers were grouped according to teaching level and age. (Author/JD)

ED 261 128 UD 024 428

Tobier, Emanuel
The Changing Face of Poverty. Trends in New York City's Populatio
Poverty: 1960-1990.
Community Service Society of New York, N.Y.
PUB DATE- Nov 84
NOTE- 141p.
AVAILABLE FROM- Community Service Society of New York, 105 East 22
Street, New York, NY 10010 ($9.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTORS- *Adolescents; Blacks; Children; Economic Factors; Employment Patterns; *Females; Futures (of Society); Hispanic Americans; Labor Force Nonparticipants; Labor Market; *Minority Groups; *Population Trends; *Poverty; Trend Analysis; Unemployme
Welfare Services
IDENTIFIERS- *New York (New York)

This report is the first product of the Community Service Societ
Economic and Social Monitoring Unit which analyzes and forecasts the status of the poor in New York City (NYC). The report document
the following major findings: (1) nationwide, there are now fewer elderly and more minorities and women among the poor; the trends i
New York City are the same, but the city has a higher poverty rate than the nation as a whole (24% for the city, 15% nationwide); (2)
NYC's poor are dominated by women and children; (3) NYC has concentrations of poverty in selected neighborhoods; (4) as the rate of poverty has increased in NYC, relatively fewer of the city's poor have received Aid to Families with Dependent Children and Home Relief; (5) declines in the numbers of manufacturing and retail jobs account, in part, for the increase in poverty; (6) there are high rates of unemployment among Black and Hispanic teenagers and these groups have relatively low rates of labor market participation; (7) NYC has a growing cohort of young adult poor with few job skills and little experience; minorities are overrepresented in this group; (8) population projections through 1990 indicate that there will be proportionately more female-heade
households and more minority youth in the future; and (9) since these vulnerable groups will be growing in number and since the city's job opportunities and economic growth will probably not kee
pace, it is projected that by 1990 more than one in every four Ne
Yorkers will be living in poverty. These findings are elaborated upon throughout the report and supported by statistical data. Each section includes a bibliography. (CG)

ED 260 991 [illegible] 016 780

The Mulroney Program and the [illegible]. Review '85. Outlook '86.
North-South Inst., Ottawa (Ontario).
REPORT NO. ISBN-0-920494-43-7
PUB DATE 85
NOTE 13p.; For related document, see SO [illegible].
AVAILABLE FROM The North-South Institute, [illegible], Ottawa, Canada [illegible] ($2.00 Canadian).
LANGUAGE English
EDRS PRICE MF01/PC01 Plus Postage.
PUB TYPE Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS *Developing Nations; *Economic Development; *Economic Factors; Emergency Programs; Foreign Countries; *Foreign Policy; International Relations; *International Trade; Labor Market; World Problems
IDENTIFIERS Africa; Asia; *Canada; Latin America; Mulroney (Brian)

A brief report traces some important connections between the central choices facing Canada and the three-quarters of the world's population that live in the developing regions of Asia, Africa, and Latin America. Specific aspects of Canadian Prime Minister Brian Mulroney's governmental policy are examined. The following topics are considered: Canadian jobs and the Third World export market, the African drought and famine crisis and its lessons for Canadian aid programs, and Mulroney's foreign policy approach. Special sections provide one page background pieces to help bring the reader up to date on the issues discussed in the body of each section. (LP)

ED 261 024 SP 026 343

Gardner, Eileen M., Ed.
A New Agenda For Education. Critical Issues.
Heritage Foundation, Washington, D.C.
REPORT NO.- ISBN-0-89195-037-0
PUB DATE- 85
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - General (020)
DESCRIPTORS- *Conservatism; *Educational Change; Educational Legislation; Educational Quality; Elementary Secondary Education; *Government Role; Higher Education; *Political Issues; *Social Values; Teaching (Occupation)

The recurring theme of this volume is that centralized control of education has failed and control of education should be returned to parents and the local community. Five papers are presented that clarify the conservative stance on public education and describe specific measures that could replace liberal concepts and programs: (1) "The Demise of the Teaching Profession" (Annette Kirk and Russell Kirk); (2) "Public and Private Schools" (K. Alan Snyder); (3) "The Growth of the Federal Role in Education" (Eileen M. Gardner); (4) "Higher Education Today" (Philip F. Lawler); and (5) "The Courts and Education" (Thomas R. Ascik). In a summary of the ideas set forth in these papers, a new agenda for education is proposed. Among the recommendations made are: accrediting Master Teachers to foster quality teaching, restoring educational choice to parents through tuition tax credits, establishing English as the sole teaching language, and allowing parents to deduct tuition from their taxes. All contributors recommend the elimination of centralization of educational direction at the federal level where, it is maintained, it falls into the hands of special interest groups and loses its ability to adapt to the diverse schooling needs of local communities throughout the United States. (JD)

ED 261 056 SP 026 543

Demonstrating the Effects of Teacher Training Efforts.
Dissemin/Action, Inc., Reno, NV.

SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 83
NOTE- 12p.
GRANT- G008101783
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Learning Strategies; *Program Effectiveness; Teacher Education; *Teaching Methods; *Training Objectives; Transfer of Training

A brief examination of research on the relationships among the training of teachers, their classroom behavior, and the learning of children suggests a general framework for studying both the intermediate and ultimate effects of teacher training. The idea behind this model is that such effects are more plausibly demonstrated if the argument is broken down into several intermediate steps between training activity and child growth. Each step is claimed to affect the next, and the demonstration addresses the truth of each of these claims. This booklet is intended to help the teacher examine the effects of training efforts in ways that lead to convincing demonstration of their effects. Outlines are presented on the following topics: (1) questions and answers about demonstrating effects; (2) evidence that demonstrates effects; (3) planning the demonstration of effects; (4) judging the evidence; (5) a model for demonstrating training effects; (6) measurement issues in demonstrating effects; and (7) sources and resources on demonstrating effects. (JD)

ED 261 114 UD 024 412

Teacher Training Manual for Using Multi-Media Curriculum Aids on Minority Women.

Saint Paul Public Schools, Minn.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- Sep 82

NOTE- 74p.; Produced by the Urban Affairs Department, St. Paul Publ Schools. For related documents, see UD 024 413-414.

GRANT- G007901081

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- American Indians; Asian Americans; Blacks; Elementary Secondary Education; *Females; Hispanic Americans; *Instructional Materials; *Minority Groups; *Teacher Education; *Workshops

This manual provides materials for planning and conducting a teacher training workshop on the use of multimedia curriculum aids developed by St. Paul Public Schools to inform elementary and secondary students about the status, needs, and contributions of American women of color (specifically, American Indians, Asian Americans, Blacks, and Hispanics). A general introduction discusses the contents of the manual; how to define a target group; personnel needed for implementing a workshop; facilities, equipment, and resources needed; participant involvement; processes and methods to be used in conducting a workshop; guidelines for workshop leaders; and workshop evaluation. Next, following a summary sheet and workshop agenda for leaders, outlines of sequential workshop components for step-by-step implementation in a two-day workshop are presented. Each component is outlined in respect to objectives, required materials, suggested procedures (both content and activities), and time schedules. Finally, an annotated bibliography on women of color is provided. (KH)

ED 261 007 SP 026 048

Ekpunobi, Emmanuel C.; Ekpunobi, Dolly Chinwe
Supervisory Procedures and Methods of Programme Improvement in Nigeria.
PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Instructional Improvement; *School Supervision; *Supervisory Methods; Teacher Supervision
IDENTIFIERS- *Nigeria

While the teacher is recognized as the primary force in the improvement of educational programs, supervision should go beyond focusing on teachers to focusing on the entire instructional program, which includes the subject, materials, facilities, students, teachers, and aides. There are several routes through which supervision can be approached--experienced teachers, ministry of education officials, teacher self-evaluation, evaluation through students, and the supervisory team. Major supervisory activities center around observation and provision of feedback before, during, and after observation. Skill and attitudes needed for effective supervision include acceptance, sincerity, rapport building, listening, constructive criticism, and reinforcing. Supervision should result in a resolution or course of action designed to improve an aspect of the instructional program. (CB)

ED 261 071 TM 850 467

Sigel, Irving E.

A Cognitive Developmental Approach to Question Asking: A Distancing Model Analysis.

PUB DATE- 2 Apr 85

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apr 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15 Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Development; Cognitive Objectives; Conflict Resolution; Developmental Stages; Elementary Secondary Education; Higher Education; *Inquiry; *Learning Theories; Models; Parent Child Relationship; Problem Solving; *Questioning Techniques; Structural Analysis (Linguistics); Teacher Student Relationship; *Teaching Methods

IDENTIFIERS- Discrepancy Model; *Distancing Model (Sigel)

A conceptual model is presented for the development of thinking skills by using an instructional model employing high level cognitive demands. "Distancing" is proposed as the concept to denote behaviors or events that separate the child cognitively from the immediate behavioral environment. Forms and functions of distancing behavior are described. The conceptualization is a disequilibrium model where the teacher's questions create discrepancies and thereby activate the student to participate in the engagement. Activities which propel the student toward achieving a dynamic state of equilibrium seem to have a positive effect; effects at different age levels are discussed. The critical feature in applying this model is shown to be the quality of teacher questioning strategy. Examples are presented from transcripts of student-teacher interactions. (GDC)

ED 261 085 TM 850 505

Medley, Donald M.
Issues and Problems in the Validation of Teaching and Teacher Professional Behaviors.
PUB DATE- 3 Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Gains; Classroom Research; Competency Based Teacher Education; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Outcomes of Education; Prediction; Pretests Posttests; Reliability; Research Needs; Research Problems; *Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation; Validity
IDENTIFIERS- Gain Scores

There are a number of issues involved in the validation of measure of teacher effectiveness, that is, a teacher's ability to promote student learning. Teachers' characeristics may be assessed at five different points: (1) pre-existing teacher characteristics--knowledge, skills, and attitudes which are necessary for success in the teacher education curriculum and as a teacher; (2) teacher competence; (3) teacher performance within a specific classroom setting; (4) student learning experiences; and (5) student learning outcomes. Further research is needed in classroom learning, classroom teaching, teacher competence, and the relationship between pre-existing teacher characteristics used for admission to teacher education schools and later competence. The validity of measures of teacher competence depends on the content validity of the measures of student learning outcomes used, and how well the outcomes attributable to the teacher are separated from the outcomes that are due to context factors. The expected gain score is useful in estimating the post-test score that a student with a specified pre-test score would achieve. A review of literature on teacher competencies led to the development and validation of a measure for Virginia's competency-based certification system. Seventy behavioral indicators of fourten teacher competencies resulted. (GDC)

ED 261 099 UD 024 382

Haines, Roberta M., Comp.
Asian-American Media Skills Handbook.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 84
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Technique (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Asian Americans; Class Activities; Cultural Activities *Cultural Education; Elementary Secondary Education; Evaluation Criteria; Geography Instruction; Information Sources; Learning Activities; Library Skills; Map Skills; *Skill Development
IDENTIFIERS- *Asia; Maryland (Montgomery County); *Media Skills

This handbook is for teachers to use in the classroom and as a reference source for information about Asia and Asian-Americans. The handbook uses information about geography and culture to teach skills such as almanac, atlas, and encyclopedia use. Other student exercises include: how to sequence a Chinese fairy tale and present it to the class, how to research a Chinese holiday using various reference sources and how to plan its celebration, and how to give a slide presentation using Asian subject matter. The handbook includes a guide to evaluation of materials about Asian-Americans, a list of the countries included in the category "Asia," and a listing of Asian embassies, information services, and organizations in the United States. The handbook closes with listings of the artifacts contained in a "Chinese Traveling Trunk" and a "New Americans Traveling Trunk," available on loan to district teachers for use in enhancing understanding of Asian culture. There is also a 20 page bibliography arranged by country. (CG)

ED 260 992 [illegible] 781

Ben-Peretz, Miriam; Silberstein, Moshe
Is This Curriculum Fit for Teachers?
PUB DATE: 85
NOTE: 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE: English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE: Reports - Research/Technical (143) -- Speeches/Conference Papers; *Papers Presented at [illegible] (150)
DESCRIPTORS: Comparative Education; *Curriculum Development; Decision Making; Educational Objectives; Educational Research; Elementary Secondary Education; Foreign Countries; *Professional Autonomy; *Program Implementation; Teacher Participation; *Teacher Role
IDENTIFIERS: *Israel

A sample of curriculum projects representing the first generation of new curricula in Israel was analyzed, using an instrument developed to determine the implicit or explicit messages regarding the teacher's role in curriculum development and use. Curriculum development in Israel is moving from a centralized approach to greater involvement of teachers in the process. This study was undertaken to raise the sensitivity of curriculum developers and teachers to factors in the curriculum materials that may shape the nature of that interaction. The instrument uses four major categories for analysis: (1) information about developers' considerations and deliberations regarding curriculum decisions; (2) expected involvement of teachers as partners in the curriculum enterprise; (3) teachers' professional creativity in the development mode; and (4) teachers' assigned role in instruction. The analysis revealed an image of Israeli teachers as consumers of centrally developed curricula, who are expected to exercise limited autonomy in curriculum implementation, mainly in choice making. The main responsibility assigned to teachers in these projects is to organize instruction so as to attain curriculum objectives. [illegible]

ED 261 025 SP 026 356

Lasley, Thomas J.
Classroom Management: Perspectives for the Preservice Teacher.

PUB DATE- May 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Discipline; Higher Education; Preservice Teacher Education; *Teacher Education Curriculum; Teacher Role

One of the most vexing problems confronting today's prospective teachers is pupil management or discipline. There are many different opinions regarding what preservice teachers should reasonably be expected to know and minimum conditions they should establish for classroom management. However, two outcomes of teacher preparation appear essential. First, the teacher education curriculum should include the teaching of disciplining methods, with focus on keeping students on-task. Second, prospective teachers should be taught to help students learn a repertoire of positive problem solving strategies geared to the appropriate grade level. To be able to achieve these outcomes, prospective teachers must know how to reach three specific objectives: (1) foster student involvement; (2) focus student attention on learning; and (3) serve as positive role models. Although teachers should work toward dealing with behavioral problems to foster growth toward self-discipline, teachers must also realize that misbehavior is a part of classroom life. (CB)

ED 261 041 SP 026 477

Protecting Oneself and Others--Smoking, Drinking, and Drugs. Teenage Health Training Modules.

Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 166p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Alcohol Education; *Drug Abuse; *Health Education; *Illegal Drug Use; Learning Modules; Peer Influence; Secondary Education; *Smoking; *Social Attitudes
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module seeks to help students articulate the healthy, positive group norms they hold. Class activities are outlined to help the student to: (1) examine situations where people are protected by or protect one another and distinguish protection from interference; (2) identify common risks in their lives and analyze the reasons for taking them, possible outcomes, and precautions to reduce harm; (3) determine appropriate choices in health- or safety-related situations; (4) learn how much they know or do not know about alcohol use, have their misconceptions corrected, and explore reasons why people do or do not choose to drink; (5) learn about the alcohol content of different drinks, the factors this influences, the effect of alcohol on the body, and the relationship between blood alcohol content and accidents; (6) recommend ways out of dilemmas involving alcohol abuse; (7) learn about the problems faced by children of alcoholic parents; (8) discuss reasons for and against smoking; (9) analyze advice in fictitious situations to people who may be endangering their health by smoking; (10) learn about the effect of tobacco smoke on nonsmokers; (11) explore common fallacies about drug use; and (12) using facts previously learned, weigh people's actions in a series of fictitious situations involving drugs. (JD)

ED 261 057 SP 026 562

Hanna, Gila; Ryan, Doris
Profiles of Effective Teachers of Grade 8 Mathematics.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Learning Strategies; *Mathematics Achievement; *Mathematics Teachers; Secondary Education; Student Characteristics; *Teacher Effectiveness; Teaching Methods; Teaching Styles

A study identified effective teaching strategies by constructing and comparing the teaching profiles of two eighth grade mathematics teachers whose students made significant achievement gains over the school year. This paper describes procedures used to select successful teachers within classroom groups having students with equivalent cognitive entry skills. It then compares the classroom situations and teaching strategies of the two successful teachers with the other teachers. The analysis indicated that gain in mathematics achievement in these two classes could not be attributed to differences in students' home background, class size, number of mathematics lessons per week, or teacher workload. However, the profiled teachers used different teaching strategies than their colleagues. One used an extremely organized approach to teaching wherein material was taught until mastered, thereby reducing the need to review work frequently. The other used an approach emphasizing the presentation of material followed by extensive practice in applying the material to new situations. Although both teachers placed emphasis on new material rather than on review, there were differences between their teaching practices. These differences reflected the success of both teachers in diagnosing the particular abilities of their students and adopting appropriate teaching strategies. (JD)

ED 261 115 UD 024 413

Minority Women in Math and Science.
Saint Paul Public Schools, Minn.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Sep 82
NOTE- 44p.; Produced by the Urban Affairs Department, St. Paul Publ Schools. For the teacher's guide to this manual, see UD 024 414.
GRANT- G007901081
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Equal Opportunities (Jobs); *Females; Hispanic Americans; *Mathematicians; *Minority Groups; Profiles; *Science Careers; Secondary Education; *Social Discrimination; Stereotypes

This booklet provides gereral information on minority women (Blacks, Hispanics, Asian Americans, and American Indians) in math and science careers and profiles of specific women in these fields. Part 1 gives brief profiles (approximately 150 words each) of 40 minority women in math and science careers. Each biography gives the individuals' current job, educational background, hobbies, and her suggestions to young women. In some cases personal information about the woman's family is given. Part 2 consists of a discussion of the barriers encountered by minority women in all phases of career pursuit from childhood discouragement through difficulty in obtaining promotions once in their chosen field. These observations are supported by personal statements of women who have encountered these barriers. The booklet ends with a glossary of terms, a table showing numbers of men versus women in a variety of scientific and mathematical fields by race, and, finally, a listing of professional fields of study showing how much high school preparation is required for entry into these fields. (CG)

ED 261 129 UD 024 429

Marshall, Eleanor; Carter, Anjean
Child Watch: New York City. Report of the New York City Monitoring Project.
Community Service Society of New York, N.Y.
SPONS. AGENCY- Children's Defense Fund, Washington, D.C.; New York Community Trust, N.Y.
PUB DATE- Mar 83
NOTE- 34p.
AVAILABLE FROM- Community Service Society of New York, 105 East 22 Street, New York, NY 10010 ($3.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTORS- *Budgeting; *Children; *Federal Programs; Federal Regulation; Federal State Relationship; Financial Support; *Heal Programs; *Low Income Groups; Mothers; Poverty; Poverty Programs *Retrenchment
IDENTIFIERS- Cutback Management; Medicaid; *New York (New York); Special Supplemen Food Program Women Infants Child; Title V Maternal Child Health Services

As part of Child Watch, a national monitoring project set up in 1982 to determine the effects of Federal funding cuts and changes in health and social programs on children from low-income families three programs in New York City were chosen for study. The three programs, which provided health services for low-income children and their mothers, were Medicaid, the Title V Maternal and Child Health and Crippled Children's Services Program, and the Special Supplemental Food Program for Women, Infants, and Children (WIC). From April through December 1982, representative advocacy agencies program administrators, health care providers, parents, and community leaders were surveyed through personal interviews and questionnaires. The major findings from the survey were: (1) the near poor were hurt the most by cuts in health and social programs (2) New York State did not eliminate any benefits or categories of beneficiaries from its Medicaid program; (3) health care providers experienced substantial reductions but chose to alter their operations rather than cut their caseloads. Following the narrative, appendices describe study methodology, the types of agencies and individuals contacted for the survey, and the three programs monitored in New York City. (CG)

ED 261 008 SP 026 101

Sutherland, Mary; Fasko, Daniel
Competencies of Florida Health Educators by Settings of Practice.
PUB DATE- 82
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; *Career Choice; Health Education; *Health Personnel; Higher Education; *Masters Degrees
IDENTIFIERS- Florida

This study was designed to identify the specific competencies desired of Florida's bachelor level and master's level health educators as indicated by health educators practicing in the settings of community agency, public health, schools, and higher education. A valid instrument was used by 136 respondents to measure the importance of 135 competencies on a five-point scale. Results of the data analysis indicated: (1) Bachelor level health educators provide direct client services whereas Master's level health educators are primarily administrators and/or evaluators; and, (2) The importance of various health education competencies varies by practice settings, e.g., school health educators require more health content. A need exists for health education professional preparation programs to fully examine requirements in order to determine if a reality-oriented health educator is the end product. (Author)

ED 261 100 UD 024 385

Boswell, Thomas D.; Curtis, James R.
The Cuban-American Experience. Culture, Images and Perspectives.
REPORT NO.- ISBN-0-86598-116-7
PUB DATE- 84
NOTE- 210p.
AVAILABLE FROM- Rowman & Allanheld Publishers, 81 Adams Drive, Totowa, NJ 07512 ($36.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Acculturation; Art Expression; *Cubans; Demography; Eating Habits; Ethnic Stereotypes; *Family Life; *Hispanic America Culture; Hispanic Americans; Immigrants; Language Attitudes; Latin American History; *Political Attitudes; Political Influences; Population Distribution; Religion; Residential Patterns; Social Change; Youth
IDENTIFIERS- Florida (Miami)

This book is a discussion of the major social, economic, political, and geographical topics relating to Cuban settlement and culture in the United States. First, the book examines Cubans as an ethnic minority, as well as some of the events and people that have helped shape the popular images that Americans may have of this group. The focus then shifts to Cuba, giving an historical overview of the country's changing political, economic, and social systems. A chronological account of Cuban immigration to the United States follows. The next three chapters analyze the distribution and residential patterns of Cubans nationwide, the growth and impact of Cuban settlement in Miami, and the demographic characteristics of Cuban-Americans. Cuban language and religious patterns, artistic expression, and cuisine are then discussed. The final two chapters examine Cuban politics and ideology, the family and youth, and the process of acculturation and assimilation. (CG)

ED 261 072 TM 850 468

Kiewra, Kenneth A.; Frank, Bernard M.
Cognitive Style: Effects of Structure at Acquisition and Testing.
PUB DATE- 28 Jan 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Concept Formation; Field Dependence Independence; Higher Education; Learning Processes; *Learning Strategies; Multiple Choice Tests; *Notetaking; *Recall (Psychology); *Recognition (Psychology); Review (Reexamination); *Schemata (Cognition); Study Habits
IDENTIFIERS- Advanced Vocabulary Test II; Hidden Figures Test

Free recall and cued recognition performance were studied in 53 field independent and 55 field dependent undergraduate education majors who were with or without structure at the time of learning and at the time of recall. Results indicated that field dependent learners recalled more of the textual material when provided with structure during both acquisition and recall, as well as when structure was not provided at all. Conversely, field independent learners recalled more of the textual material when structure was provided only at either acquisition or recall. This pattern of interaction was also apparent for multiple choice test performance and for students' indicated preference of learning technique. (Author/GDC)

ED 261 086 TM 850 510

McCart, Carol L.; And Others
Learning Styles among Established Professionals.
PUB DATE- 3 Apr 85
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Curriculum Development; *Experiential Learning; Learning Processes; *Learning Theories; Post Secondary Education; Professional Continuing Education; *Professional Personnel; Self Evaluation (Individuals)
IDENTIFIERS- Continuing Professional Education Project PA; *Kola (D A); *Learning Styles Inventory

As part of the Continuing Professional Education Development Project at Pennsylvania State University, the learning styles of 148 practicing professionals (accountants, architects, clinical dietitians, and nurses) were investigated. The study objectives were: (1) to describe their learning characteristics using Kolb's Learning Style Inventory (LSI); (2) to determine, by comparison, the consistency of the attributes of these groups to the experiential learning theory on which the LSI is based; and (3) to assess whether knowledge about learning styles can be useful in the design of continuing professional education programs. The LSI is a self-description questionnaire designed to measure individual emphasis on four learning styles: concrete experience, reflective observation, abstract conceptualization and active experimentation. Intercorrelations among the four learning style scores were calculated for the total sample. Learning style similarities and differences were examined across professions using one-way ANOVA with follow-up comparisions with the Waller-Duncan K Ratio T Test. Combined scores across professions were analyzed by a 2 by 4 MANOVA. It was concluded that the LSI has some ability with groups of mature practitioners in selected professions. Guidelines for developing efficient learning packages for the four professions derived from Kolb's model for learning preferences were given. A 98-item bibliography is appended. (BS)

ED 2[illegible]0 9[illegible] SO 016 [illegible]

Yoho, Roger F.
Effectiveness of Four Concept Teaching Strategies in Social Studies Concept Acquisition and Retention.
PUB DATE Apr 85
NOTE [illegible]p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
DESCRIPTORS *Concept Formation; *Concept Teaching; Educational Research; Females; Grade 9; High Schools; History Instruction; Males; Reading Ability; Retention (Psychology); Sex Differences; *Social Studies; Student Characteristics; *Teaching Methods; World History

The findings of this study support the position that well designed and implemented concept lessons are more effective in facilitating concept acquisition and retention than the conventional means of teaching concepts presented in social studies textbooks. Participating in the study were [illegible] students randomly assigned to a two-day treatment within intact ninth grade world history classes. The treatment consisted of four teaching strategies and a control group. Results showed that all four teaching strategies were more effective in presenting concepts to students than the exposure to concepts that students received by only reading their textbook. The strategy that was most effective by far was the one that emphasized prototype formation by focusing on a clear case of the concept being taught and elaborating on that clear case by contrasting it with newly encountered examples. It was also found that more capable readers scored higher than less capable readers, and that males scored higher than females. (RM)

ED 261 009 SP 026 127

District of Columbia Public Schools. Data Resource Book School Year 1984-1985.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Feb 85

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - General (130)

DESCRIPTORS- Adult Education; Average Daily Membership; Educational Finance; Elementary Secondary Education; *Enrollment; *Public Schools; Racial Distribution; School Administration; *School Demography; *School Statistics; Special Education

IDENTIFIERS- *District of Columbia Public Schools

This resource book was designed to provide school staff and the community with a source of information about the District of Columbia public schools. The following data are provided for the school year 1984-85: (1) Board of Education, central administration, and regional offices; (2) student membership; (3) student membership by race; (4) student membership by regions and grades; (5) adult and continuing education; (6) graduates; (7) non-public and public school enrollment; (8) special education; (9) student assessment; (10) food services; (11) school calendar for 1984-1985; (12) budget; (13) federal grants; (14) staffing; (15) number of schools and instructional programs; and (16) alphabetical listing and regional designation of the public schools. (JD)

ED 261 026 SP 026 359

Denton, Jon J.
Empirical, Experiential, and Theoretical Perspectives Affecting the Development of a Content Structure of Pedagogy.
PUB DATE- 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 31-February 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Instructional Development; *Preservice Teacher Education; Program Content; *Teacher Education Programs

Three bases or decision-rules for selecting and organizing content for teacher preparation programs are discussed. In order to be considered as viable content for a teacher preparation program, the concept, principle, or process must be: (1) related to student growth; (2) a necessary curricular component; and (3) logically explained by a theory of social science. Examples are presented to illustrate the nature of content resulting from each decision-rule. The three rules are neither exhaustive nor exclusive, each having topics overlapping into the other areas; this overlap is logical given the interaction of theory and empirical evidence used in the processes. A consolidation of the three bases represents the most desired content structure of pedagogy. (CB)

ED 261 042 SP 026 478

Preventing Injuries. Teenage Health Teaching Modules.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 82p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; *Adolescents; First Aid; *Health Education; *Injuries; Learning Modules; *Safety Education; Secondary Education
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module deals with the epidemiology or nationwide patterns of injuries, and the etiology or causes of injuries. It acquaints young people with some of the concepts from evolving fields of injury control and describes both active and passive prevention measures they can take in their own lives. Students are also introduced to the rudiments of emergency treatment. Class activities are outlined to instruct students in: (1) examining and analyzing injuries data and learning that injuries are both predictable and preventable; (2) analyzing five investigative reports and determining what environmental factors and what lapses in knowledge, attitudes, and behaviors played a role in the fatality or serious injury; (3) reading and discussing news stories, considering questions based on them regarding passive interventions, and practicing them by role playing situations; and (4) learning about the desirability of knowing how to react in an emergency situation. (JD)

ED 261 058 SP 026 585

Clumpner, Roy, Ed.
Physical Education Curriculum Guidelines, Grades K-12. Curriculum Development.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
PUB DATE- Jun 85
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Elementary Secondary Education; Life Satisfaction; *Physical Education; *Physical Fitness; *Psychomotor Skills; *Recreational Activities; Skill Development; Team Sports
IDENTIFIERS- Washington

This curricular guide was designed to be used as a foundation for local school districts in their physical education programs. It is divided into three sections: elementary (K-5), middle school (6-8), and senior high school (9-12), currently the most popular divisions being employed in school districts throughout the state of Washington. Within each of these three sections, major areas (strands) of emphasis have been developed. For example, at the elementary level the major areas are: fitness, fundamental movements, rhythms, stunts-tumbling and gymnastics, lead-up sport skills and leisure-time activities. Within each of these strands of emphasis the reader will find suggested content. In addition, expected learning outcomes/competencies and instructional implications for teacher use are listed together with the applicable domain of learning, i.e., cognitive, psychomotor and affective. A bibliography is included with each section. (JD)

ED 261 116 UD 024 414

Minority Women in Math and Science. Teacher's Guide.
Saint Paul Public Schools, Minn.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Sep 82
NOTE- 34p.; Produced by the Urban Affairs Department, Saint Paul Public Schools. For related student booklet, see UD 024 413.
GRANT- G007901081
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Females; Hispanic Americans; *Mathematicians; *Minority Groups; Multimedia Instruction; *Science Careers; Secondary Education; *Social Discrimination; *Stereotypes

This teacher's guide contains lessons and activities that serve a examples of ways to utilize the student booklet, Minority Women in Math and Science, in a variety of subject areas. The minority groups dealt with are American Indians, Asian Americans, Blacks, and Hispanics. The guide consists of eight lesson plans structured in a conceptual format. Information as to the subject area, grade level, and name of teacher who developed it are given. Each lesson plan has an organizational theme given under the heading "Key Concepts" (stereotyping, discrimination, careers) which should facilitate the incorporation of these lessons into ongoing curricula. One or more "generalizations" for each lesson provides teachers with a statement or statements of content emphasis. Specific behavioral objectives are followed by a section on teaching procedures and activities designed to help achieve those objectives; this section provides activities, discussion questions, worksheets, and ideas for use in presenting the main ideas of the lesson. To evaluate the effectiveness of the lessons, specific wrap-up activities are provided in an evaluative procedure section. A listing of books, articles, and other materials needed for each lesson follows each lesson plan. A bibliography lists resources for students and for teachers, a movie for classroom use, and relevant professional associations. (CG)

ED 261 130 UD 024 430

Stafford, Walter W.
Closed Labor Markets: Underrepresentation of Blacks, Hispanics and Women in New York City's Core Industries and Jobs.
Community Service Society of New York, N.Y.
PUB DATE- Jan 85
NOTE- 228p.
AVAILABLE FROM- Community Service Society of New York, 105 East 22 Street, New York, NY 10010 ($13.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitativ Data (110)
DESCRIPTORS- *Blacks; *Employment Patterns; Employment Problems; *Equal Opportunities (Jobs); *Females; *Hispanic Americans; Labo Market; Minority Groups; Promotion (Occupational); Racial Discrimination; Sex Differences; Sex Discrimination; Unemploymen
IDENTIFIERS- *Labor Force Segmentation; *New York (New York); Priv Sector

Federal and State employment data were examined in a study of th industrial, occupational, and job segmentation of Blacks, Hispanics, and Whites by sex in New York City's private sector. Primary focus was placed on the effects of the city's growing service-oriented economy on the employment patterns of Blacks and Hispanics. The study found that Blacks and Hispanics are poorly represented in the city's expanding core industries, even in nonsupervisory jobs. They are concentrated in lower-level jobs in peripheral industries, many of which are declining. With the exception of banks, insurance companies, telephone communications, and department stores, Blacks and Hispanics remain concentrated i their traditional bases of employment: Blacks are confined largely to health and social services and Hispanics are found primarily i the lower-paying nondurable goods and service industries. A key t many of the continuing employment problems of New York's Black an Hispanic workers is that Whites have increased their dominance in most of the city's expanding service-oriented industries while als increasing their share of employment in nonsupervisory jobs in all industries. (Author/KH)

ED 261 073 TM 850 469

Oakes, Jeannie; And Others
Collaborative Inquiry: A Congenial Paradigm in a Cantankerous World
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apr 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15 Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Change Strategies; *College School Cooperation; *Cooperative Programs; Curriculum Development; Educational Change; *Educational Cooperation; *Educational Research; Educational Researchers; Elementary Secondary Education *Interprofessional Relationship; Models; Participative Decision Making; Program Evaluation; *Research Design; Research Methodolog Research Problems; Research Projects; Research Utilization; Teach Participation
IDENTIFIERS- *Collaborative Research; Curriculum Computers and Collaboration Project

A curriculum project is described which illustrates the use of collaborative inquiry, a cooperative effort between university researchers and educational practitioners. Four tenets of collaborative inquiry are outlined. (1) Researchers and school practitioners work together on all phases of the effort. (2) The effort is focused on real world as well as theoretical problems. (3) Both groups gain in understanding and mutual respect. (4) The effort is consistently concerned with both research and development as well as implementation issues. The Curriculum, Computers, and Collaboration Project, which is described, developed microcomputer courseware for language arts and mathematics instruction for students 10-14 years old. The project team consisted of 11 teachers from elementary, middle, and high schools, and four staff from The Laboratory in School and Community Education of the Graduate School of Education at the University of California, Los Angeles. The project development is described, and the ways in which it conformed to the collaborative paradigm are discussed. Finally, participants' reactions are summarized and 12 concluding thought-provoking dilemmas are listed. (GDC)

ED 261 101 UD 024 387

Hodgkinson, Harold L.
All One System: Demographics of Education, Kindergarten through Graduate School.
Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
REPORT NO.- ISBN-0-937846-93-7
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; Birth Rate; Demography; Differences; Dropouts; Early Childhood Education; *Educational Needs; Elementary Secondary Education; Family Status; Higher Education; Minority Groups; Population Distribution; *Population Trends; Racial Composition; Regional Characteristics; School Demography; *School Holding Power

This report is a demographic study of the United States education system from kindergarten through post-graduate education. Part 1 provides a briefing on the major demographic trends that form the framework of the analysis in terms of: (1) number of births in different groups; (2) rate of age increase in various groups due to varying birth rates; (3) changes in family status; (4) differences in educational needs by region; and (5) education, including educational supply and job demand, and the growing need for day care and early childhood programs such as Head Start. Part 2 concerns the retention of students through the school system to high school graduation. Part 3 concerns the accessibility of college to different socioeconomic groups. Part 4 discusses retention of students through college graduation in the context of the number of years it takes students to reach that goal. Throughout, suggestions are offered on how to deal with the impact of increased minorities in the educational system and how best to structure curricula to better educate the population as a whole. (CG

ED 261 010 SP 026 133

Williams, David D.; And Others
Understanding Problems Faced by First Year Teachers. A Naturalistic Study.
PUB DATE—1 Apr 85
NOTE—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE—English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE—Speeches, Conference Papers, "Papers Presented at..." (150) — Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS—*Beginning Teachers; Coping; Science Teachers; *Teacher Attitudes; *Teacher Behavior; Teaching Experience

This presentation briefly reviews literature on first year teachers, summarizes findings from naturalistic research conducted in a first year teacher's classroom, and identifies implications for the preparation of teachers. Research studies indicate a need for more rich descriptions of teaching experiences to identify problem areas and to assess what it is like for teachers experiencing and resolving problems. The experiences of particular seventh-grade science teacher are described, with focus on the teacher's expectations of students, or herself and of problems, her use of humor as a coping mechanism, her expectations of feedback and evaluation, and her fear of developing an attitude of cynicism. Issues raised from the teacher's experience concerned preparing teachers for the realities of teaching, providing a nondidactic learning experience for teachers, and training teachers to use evaluation techniques and opportunities, including self-evaluation. [illegible]

ED 261 027 SP 026 389

Pigge, Fred L.
The Follow-up of a Sample of the 1976-80 Advanced Graduates. College of Education, Bowling Green State University. A Report Presented to the Faculty of the Advanced Programs.
Bowling Green State Univ., Ohio. Coll. of Education.
PUB DATE- Jan 82
NOTE- 251p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Development; *Followup Studies; Graduate Students; *Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Attitudes; *Program Evaluation; *Teacher Education Programs
IDENTIFIERS- *Bowling Green State University OH

Periodic follow-up evaluative studies are conducted on basic and advanced teacher education graduates of Bowling Green State University (Ohio). These studies are made to elicit input from graduates regarding the programs they recently completed, and to evaluate their success in the educational careers for which they were prepared. Data is also gathered by the surveys to respond to demands by various accrediting agencies. One set of questions was sent to a large sample of the graduates of advanced programs who received their degrees between 1976 and 1980. These questions gathered the graduates' evaluations of the programs they completed at the school. A second questionnaire, addressed to the same population, collected data regarding on-the-job effectiveness of the advanced graduates. Responses to both sets of questions are presented in tables, and analyses of the responses are provided. Copies of the questionnaires are appended. (JD)

ED 261 043 SP 026 479

Improving Health and Safety in the Workplace. Teenage Health Teachin
Modules. Field Test Edition.

Education Development Center, Inc., Newton, Mass.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.

PUB DATE- 82

NOTE- 80p.; For other modules in series, see SP 026 468-484.

CONTRACT- 200-79-0922

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adolescents; *Health Education; Learning Modules; *Occupational Diseases; *Occupational Safety and Health; *Safety Education; Secondary Education; *Work Environment

IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. The goals of this module are to acquaint secondary students with the problems of occupational safety and health, help them to establish good attitudes toward job-related safety, and prepare them to promote occupational safety in their future work place. Classroom activities are outlined in which students: (1) are introduced to the field of occupational health and safety; (2) examine various attitudes toward job safety and health and explore how those attitudes may affect one's willingness to take precautions; (3) develop a plan to investigate the safety and health risks of an occupation of their choice; (4) practice ways of encouraging co-workers to adopt health and safety precautions; and (5) report on what they have learned about hazards of selected occupations and draw conclusions about where to find reliable information about any profession or industry. Activities involve discussions, mini-lectures, role-playing, and small-group reports on outside research. (JD)

ED 261 087 TM 850 511

Schafer, William D; Johnson, Charles E.
Microcomputer Support in Basic Statistics Instruction.
PUB DATE- 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
AVAILABLE FROM- William Shafer and Charles Johnson, Department of Measurement, Statistics, and Evaluation, College of Education, Univ. of Maryland, College Park, MD 20742 (Statistics Disk copies of software packages, $10.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Instruction; Computer Assisted Testing; *Courseware; Higher Education; *Microcomputers; *Statistics; Student Evaluation
IDENTIFIERS- Apple II Plus

This paper presents examples of effective uses of microcomputers t support basic statistics instruction. All programs are written in Applesoft BASIC for Apple II Plus microcomputers and compatible equipment. They have been field tested in statistics courses at the University of Maryland. Microcomputers can be used with color monitors for classroom demonstrations in conjunction with a lecture format for data presentation and to illustrate scatter diagrams, normal areas, binomial distribution and sampling from a beta population.A menu driven data handling and processing software program is used by students outside of class to provide practice in making data analysis decisions as well as an understanding of what users need to supply for storing, editing and processing data by computer. Computer-administered individualized diagnostic review testing provides performance feedback to students and performance data to instructors on optional quizzes as practice for required pencil and paper course quizzes and exams. Appendices contain listings for the scatter design, normal areas, and binomial programs, plus course assignments using the statistics package. (BS)

ED 260 994 SO 016 795

Famine in Africa. Hearing before the Committee on Foreign Relations. United States Senate, Ninety-Ninth Congress, First Session.
Congress of the U. S., Washington, D. C. Senate Committee on Foreign Affairs.
REPORT NO.- Senate-Hrg-99-17
PUB DATE- 17 Jan 85
NOTE- 224p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Developing Nations; Hunger; International Cooperation; *International Relations; United States History; World Problems
IDENTIFIERS- *Africa; Congress 99th; *Famine

The Committee on Foreign Relations met to hear testimony regarding the immediate crisis and the underlying causes of famine in Africa. To address this problem President Reagan has proposed a supplemental request for African assistance in food, transportation, and support. Those testifying were asked to address the efforts that the United States has made in the past and should continue to make to bring about substantial policy reforms in order to achieve greater food production and distribution in Africa. The prepared statements of the following persons are provided: Daniel G. Amstutz (Under Secretary of Agriculture, International Affairs and Commodity Programs); Chester A. Crocker (Assistant Secretary for African Affairs, Department of State); John C. Danforth (U.S. Senator from Missouri); Philip Johnston (CARE); Robert J. McCloskey (Catholic Relief Services); M. Peter McPherson (Agency for International Development); and Cory Servaas (Saturday Evening Post). (RM)

ED 261 059 SP 026 624

Winters, Lynn; Reisberg, Daniel
Does Imagined Practice Help in Learning a Motor Skill?
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Meetings of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Drills (Practice); *Imagination; Learning Strategies; *Perceptual Motor Learning; Psychomotor Skills; *Skill Development
IDENTIFIERS- *Imagined Practice; Nigro (G)

Several studies have shown an improvement in the performance of motor skills following imagined performance of the skill, or "mental practice." One unresolved issue has centered on whether the effect being observed is in fact a practice effect. As one alternative, the effect may be a simple instance of planning when to use a skill, or deciding in advance what strategy to select. Alternatively, the possibility has been noted that mental practice may have its effects by influencing motivational factors, and not by exercising some component of the skill. A report is given of an experiment in which the procedures used by G. Nigro in 1983 to study imagined practice were replicated. The Nigro study reported that attempts to manipulate motivation make no difference in the effectiveness of imagined practice on dart throwing, whereas the content of the practice does. The results of that study appeared to eliminate motivation accounts and simultaneously to begin a specification of the relevant content of mental practice. A description is given of the experiment, designed both to replicate and extend Nigro's findings, and to examine the role of self-reported imagery ability using Nigro's procedure, a procedure that is apparently free of the confounding effects of motivation. (JD)

ED 261 117 UD 024 415

Investing in Our Children. Business and the Public Schools.
Committee for Economic Development, New York, N.Y. Research and Policy Committee.
REPORT NO.- ISBN-0-87186-080-5
PUB DATE- 85
NOTE- 134p.
AVAILABLE FROM- Committee for Economic Development, 477 Madison Ave
New York, NY 10022 ($9.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Curriculum Development; Educationa
Administration; Educational Change; *Educational Economics; Elementary Secondary Education; *Employment Potential; Management Development; Parent Role; Performance Factors; *Public Schools; *School Business Relationship; Student Needs; *Teacher Improvemen
Vocational Education

This document presents a strategy for education reform. It focuse on four major issues: (1) the students' future employability; (2) strategies for increasing the nation's investment in education that would increase payoffs for students and society; (3) a program for upgrading the professionalism of teachers and improving the quality of education management; and (4) an examination of how business and schools can collaborate. The document is organized into chapters covering these four ideas and outlines the current problems and offers suggestions on how to improve the situation. In the chapter on employability, topics discussed are needed skills, curriculum adjustments, standards, parental responsibility, the school/business relationship, lessons from business management, and vocational education. The chapter on the nation's investment in education considers evaluation of that investment, choosing the best programs to invest in, lengthening the school day and year, and available financing options. The chapter on teachers describes the problem of decline in teacher quality and presents suggestions to improve motivation via compensation, work conditions, leadership, and changes in teacher education. The last chapter considers the shared goals and needs of schools and business, and describes examples of school/business collaboration that have worked. (CG)

ED 261 131 UD 024 431

Florander, Jesper
From the Bottom and Up. Flexible School Reform in a Decentralized
System. The Case of Denmark.
PUB DATE- Dec 84
NOTE- 11p.; Paper presented at the International Conference on
Education in the '90s: Equality, Equity and Excellence (1st,
Tel-Aviv, Israel, December 16-19, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Educational Improvement; Elementary
Secondary Education; Equal Education; *Foreign Countries;
*Government Role; *Grouping (Instructional Purposes);
Nondiscriminatory Education; Politics of Education; *Track Syste
(Education)
IDENTIFIERS- *Denmark

Over the last 10 years, Danish schools have made a rapid transit
from a selective system to a comprehensive system. By 1990, it is
estimated, practically no schools in Denmark will differentiate
between "basic" and "advanced" students. Although most Western
European countries have attempted comprehensive schooling, few hav
had Denmark's success. There are at least six reasons for this
development: (1) Denmark is decentralized by tradition: crucial
decisions are left to the local authorities, not the government.
(2) Obligatory schooling has an exceptionally long tradition in
Denmark. (3) For many years, Denmark has had a small number of
students per class. (4) As a result of decentralization, there are
few specific experimental schools or research and development
centers. Reform is allowed to come from teachers themselves. (5)
Denmark's innovative strategy is unsystematic and perhaps
confusing, but it is pragmatic and it works. (6) This pragmatism,
built in to every Danish school, permits deviation from government
regulations and allows schools to respond to parents' opinions,
pupils' home background, and the composition of the teaching staff
Innovations developed at schools often spread to other schools wit
little bureaucratic administration. Educational legislation is the
changed to bring it more in line with daily school practice. The
future of non-differentiation has yet to be decided politically.
But equal education depends on non-differentiation, education of
the individual to become a sound member of society. Teaching must
be differentiated, not pupils. (KH)

ED 261 011 SP 026 177

AUTHOR Deering, Rosemarie J.; Hohn, Robert L.
TITLE Beyond the Mandate: The Professional Imperative in Kansas.
PUB DATE 28 Feb 85
NOTE [illegible] Paper presented at the Annual Meeting of the American
Association of Colleges for Teacher Education (Denver, CO, February
27-March 2, 1985).
LANGUAGE English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE Speeches, Conference Papers, "Papers Presented at..." (150)
-- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS Curriculum Development; *Demonstration Programs; Higher
Education; Mainstreaming; *Preservice Teacher Education; *State
Programs; *Teacher Education Curriculum
IDENTIFIERS *Deans Grant Project; Kansas

Kansas Institutions of Higher Education (KIHE) is a program which disseminates information, processes and procedures relating to personal, professional, and organizational change from a single Dean's Grant Project at Kansas University to all the teacher education programs in Kansas. The program focused on preparing teacher trainees to educate exceptional children in regular classrooms. This demonstration project trains chief academic officers to initiate curriculum revision in teacher education at the smaller institutions. KIHE has four goals: (1) to acquaint chief academic officers with the need for curricular revision in teacher education; (2) to develop, use, and evaluate training materials to assist faculty in revising curricula; (3) to implement and evaluate a statewide delivery system in which faculty representatives provide local training for curriculum revision; and (4) to document the effectiveness of this approach and disseminate these practices for nationwide use. The progress of this ongoing project is discussed, and examples are given of changes which have already taken place as a result of the project. (CB)

ED 261 074 TM 850 474

Manning, Maryann; And Others
A Comparison among Measures of Reading Achievement with Low Income Black Third Grade Students.
PUB DATE- Mar 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; *Achievement Rating; Black Students; Cloze Procedure; *Comparative Testing; Correlation; Criterion Referenced Tests; Grade 3; *Informal Reading Inventories; Low Income Groups; Norm Referenced Tests; Primary Education; *Reading Achievement; *Reading Tests; Scores; *Student Evaluation; Teacher Attitudes; Test Validity; Urban Schools
IDENTIFIERS- Alabama Basic Competency Tests; California Achievement Tests; Classroom Reading Inventory; Houghton Mifflin Informal Reading Inventory; Teacher Expectations

The results of different types of reading achievement measures we compared for 58 low-income urban black third graders. Two formal tests were administered: the norm-referenced California Achievement Tests (CAT), and the criterion-referenced Alabama Basic Competency Test (ABCT). Informal measures included the Houghton-Mifflin Informal Reading Inventory (HMIRI), the Classroom Reading Inventory (CRI), a cloze procedure, and teacher judgment (as indicated by the basal reader assignment for each student). Results indicated that correlations among all of the measures were moderate to high. The formal tests, particularly the CAT, tended to produce lower scores than the informal measures. In spite of high correlations, the CAT and ABCT results revealed very different distributions of student ability. With the ABCT, more students showed average and above average performance. Examination of teachers' judgments regarding reading book placement, as compared to test results, indicated that teachers underestimated students' reading ability and placements did not reflect test results. HMIRI results also suggested that a number of students could have been assigned to a higher-level reading book. It was suggested that informal measures be used for book placement and that multiple measures of reading achievement be used in decision making. (GDC)

ED 261 102 UD 024 393

King, David C.
Education for a World in Change: A Report. Intercom 96-97.
Global Perspectives in Education, Inc., New York, N.Y.
PUB DATE- 80
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Futures (of Society); *Global Approach; Multicultural Education; Social Change; Student Needs; Technological Advancement; World Affairs

This report offers an agenda for developing educational approaches that provide a global perspective as a way of enhancing students' abilities to understand and cope with issues of social change. The report is divided into three parts. Part 1 argues for the necessity of a global perspective, with focus placed on the educational needs created by: the microcomputer; the emergence of a "global society"; growth in the employment of Americans in foreign posts; environmental and nuclear issues; the changing environment of the workplace; aging; and the decline of United States dominance within the world economy. Part 2 describes actions taken by various localities to initiate global education. Discussed in this section are: local initiatives and meeting local needs; textbooks and instructional materials; multicultural education programs and resources; a model program for mapping a school or community's ties to global networks; inservice programs; elementary school programs; State and Federal initiatives; and the role of professional organizations and other educational agencies. Finally, Part 3 addresses 20 commonly asked questions about the need for a global perspective in American education. (KH)

ED [illegible] SO 016 180

Myself and Women Heroes in My World. Kindergarten Social Studies:
Sojourner Truth, Harriet Tubman, Susan LaFlesche, Amelia
Earhart, Maria Tallchief, and Sonia Manzano.
National Women's History Project, Santa Rosa, CA.
SPONS AGENCY- Women's Educational Equity Act Program (ED),
Washington, DC.
PUB DATE- 85
NOTE- 82p.; For related documents, see SO 016 [illegible]. Funding also
provided by the Carnegie Morgan Foundation [illegible].
AVAILABLE FROM- National Women's History Project, P.O. Box 3716,
Santa Rosa, CA 95402 [illegible].
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioner) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Biographies; Blacks; Cultural
Background; Disabilities; Ethnic Groups; Females; Hispanic Americans;
Hawaiians; Kindergarten; Learning Activities; Multicultural
Education; Primary Education; Puerto Ricans; Resource Materials;
Sex Role; Slavery; Social Studies; United States History; Units
of Study; Womens Studies
IDENTIFIERS- Earhart (Amelia); Manzano (Sonia); [illegible];
Tallchief (Maria); Truth (Sojourner)

Part of the National Women's History Project funded to promote the
multi-cultural study of women in history, this unit will help
kindergarten students learn about the contributions that women have
made to U.S. society. The developers believe that equity cannot
be achieved until women's history is known and until the contributions
of all women are understood and accepted as a simple matter of
fact. The unit contains six lessons based on biographies of women
who represent the many ways in which women have been and continue
to be heroes. The women are Amelia Earhart, Susan LaFlesche,
Sonia Manzano, Maria Tallchief, and Sojourner Truth, representing
major ethnic groups, and Harriet Tubman as a representative of
disabled women. Each unit begins with a biography that teachers are
to read to students. Discussion questions and suggestions for
classroom activities follow each biography. Student materials also are
provided. Examples of activities include having children retell the
story in their own words, play games, sing songs, and participate
in class discussions. A bibliography of additional resource
materials dealing with each woman concludes the unit. (RM)

ED 261 028 SP 026 392

Koehler, Robert
Patriotism or Nationalism as a Value of Athletics.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; Athletic Coaches; Higher Education; *Participant Satisfaction; *Patriotism; Student Attitudes; Teacher Role

Research was conducted to determine if 271 college students who identified with patriotism perceived those feelings to be the result of their experiences with athletics. Also investigated were beliefs of the athletic coach's role in the formation of patriotic feelings. A Likert-type survey instrument with 25 items was used to gain responses regarding patriotism, the Olympics, the purpose of athletics, and the effects of televising the Olympics. Respondents were grouped according to their experience in athletics: athletes (213); spectator-athletes (32); and spectators (26). Respondents identified with patriotism, regardless of how the concept was defined. Respondents also felt that nationalism or patriotism should be a concern of athletic coaches, although they did not feel that coaches' efforts in that area were significant in shaping the patriotic feelings. Responses are displayed. (CB)

ED 261 088 TM 850 512

Oxford-Carpenter, Rebecca; Schultz-Shiner, Linda

Military Reading Assessment: What Theory Tells Us.

PUB DATE- 1 Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri
4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Armed Forces; Military Personnel; Postsecondary Education; Psychometrics; *Reading Processes; *Reading Research; *Reading Tests; Scoring; Testing; Test Theory
IDENTIFIERS- Armed Services Vocational Aptitude Battery; Army

This paper addresses practical Army problems in reading assessment from a theory base reflecting the most recent research on reading comprehension. Military and occupational research shows that reading proficiency is related to job performance. Reading assessment is a key issue in the Army due to changes in the reading ability levels of the Army population. Three current types of reading theory have important implicatins for reading assessment in terms of appropriate validity, reliability, norms, and standards: (1) perceptual-cognitive theory; (2) information processing theories; and (3) the emerging interactive-inferential theory. Commercial reading tests used by the Army, such as the Adult Basic Literacy Examination, the Test of Adult Basic Education, the Nelson-Denny Reading Test, and the Metropolitan Achievement Test (Reading, Form D) differ widely in psychometric characteristics and overall quality when evaluated using theory-based standards. The Armed Services Vocational Aptitude Battery (ASAB) correlates highly with various reading tests, but should be used with caution as a reading surrogate. The Army should consider using the available alternatives to grade equivalent scores. (BS)

ED 261 044 SP 026 480

Locating Health Resources. Teenage Health Teaching Modules.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 83
NOTE- 62p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Community Health Services; Community Resources; *Health Education; *Health Insurance; *Health Materials Learning Modules; *Medical Services; Primary Health Care; Secondar Education
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module offers information on how young people may avail themselves of community health care facilities, locate appropriate health resources, establish sound communication with health professionals and understand methods of paying for health care. An outline is presented of five class sessions in which the students will: (1) explore attitudes toward health resources and identify elements of self-care and preventive care; (2) identify expectations for patients and caregivers, and talk to a health care worker; (3) examine ways to pay for health services and care; (4) learn about specialists, clinics, hospitals, voluntary health organizations, and alternative health care, and also locate resources in their community and learn how to find them outside of the community; and (5) discover the functions of community health officials and examine health problems in the community. (JD)

ED 261 060 SP 026 735

Alderman, M. Kay, Ed.; Cohen, Margaret W., Ed.
Motivation Theory and Practice for Preservice Teachers. ERIC Teacher Education Monograph No. 4.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89333-037-X
PUB DATE- Jun 85
NOTE- 73p.; Papers presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
CONTRACT- 400-83-0022
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC. 20036 ($7.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Attribution Theory; Classroom Techniques; Higher Education; *Motivation; Motivation Techniques; *Preservice Teacher Education; Research Utilization; *Student Motivation; *Teacher Education Curriculum

The authors in this volume propose expanding the topic of motivation in the preservice teacher education program by including contemporary research. Margaret W. Cohen reviews a body of research and theory concerned with the effects of extrinsic reinforcers on intrinsic motivation. She notes that contemporary research in the area of intrinsic motivation has consistently demonstrated that extrinsic reinforcers may undermine rather than facilitate performance on and interest in activities that are intrinsically motivating. Carole Ames addresses the implications of attribution theory for the teacher preparation curriculum. She believes it is important for teacher educators to help preservice teachers understand the positive and negative effects of types of classroom structure and evaluation on attribution. Dale H. Schunk suggests that social comparison is an inherent factor in every classroom and can have positive or negative motivation effects. M. Kay Alderman suggests that the preservice component in motivation should provide the preservice teacher with a repertoire of motivation-linked strategies, such as goal-setting, in order to facilitate learning and to educate students with high-achievement patterns of thought and action. Drawing from research on teacher effectiveness and decision making, Mary Rohrkemper argues that if preservice teachers are to be adequately prepared, they need concrete skills that will enable them to observe motivation, diagnose the need for motivational strategies, and assess the effectiveness of strategy implementation. Bibliographies accompany each of the articles. (JD)

ED 261 029 SP 026 415

Improving Teacher Education: An Agenda for Higher Education and the Schools. A Report to The Southern Regional Education Board by Its Commission for Educational Quality.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 85
NOTE- 18p.; Document contains colored print on colored paper.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N. W., Atlanta, GA 30309 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Core Curriculum; Course Content; Higher Education; Preservice Teacher Education; *Program Improvement; *Teacher Education Curriculum; *Teacher Education Programs

This agenda is based upon a detailed analysis of the actual courses teachers take in their baccalaureate programs. A course by course analysis was made of the programs that were completed by more than 3,000 teacher education graduates in 14 Southern states. Recommendations are made on: (1) student recruitment and admissions; (2) core curriculum or general education; (3) content preparation for both elementary and secondary teachers; (4) reorganization of the pedagogy curriculum; (5) structural changes in teacher education programs; (6) alternate certification programs; and (7) recruitment of minority teachers. (JD)

ED 261 075 TM 850 477

Kingsbury, G. Gage
A Comparison of Item Response Theory Procedures for Assessing Response Dimensionality.
PUB DATE- Apr 85
NOTE- 35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Comparative Analysis; Elementary Education; Estimation (Mathematics); Factor Analysis; *Item Analysis; *Latent Trait Theory; *Mathematical Models; Multiple Choice Tests; Statistical Analysis; Statistical Studies
IDENTIFIERS- Principal Axis Procedure; *Response Function Discrepancies; *Unidimensionality (Tests)

A procedure for assessing content-area and total-test dimensionality which uses response function discrepancies (RFD) was studied. Three different versions of the RFD procedure were compared to Bejar's principal axis content-area procedure and Indow and Samejima's exploratory factor analytic technique. The procedures were compared in terms of the consistency of decisions concerning dimensionality, and the amount of detail concerning content-area dimensionality which is available with each procedure. Achievement test data were from two multiple choice tests administered to over 2000 elementary school students in the Portland (Oregon) Public School system. One test contained 55 mathematics skill items and the other, 44 reading skill items. Results indicated that exploratory factor analysis provided a more global view of dimensionality; it was most likely to indicate that multidimensionality existed in the item responses, independent of the different content areas. The principal axis procedure tended to indicate more content-area multidimensionality. The RFD procedure was shown to be a viable method of determining response dimensionality, yet no single variation was consistently more informative. (GDC)

ED 261 103   UD 024 394

Pecheone, Raymond; Shoemaker, Joan

An Evaluation of School Effectiveness Programs in Connecticut. Technical Report.

Connecticut State Dept. of Education, Hartford.

PUB DATE- 84

NOTE- 97p.

AVAILABLE FROM- Raymond Pecheone/Joan Shoemaker, Connecticut State Department of Education, P.O. Box 2219, Hartford, CT 06145.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Achievement Gains; Case Studies; Disadvantaged Youth; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Low Income Groups; *Mathematics Achievement; Program Evaluation; *Reading Achievement; *School Effectiveness

IDENTIFIERS- *School Effectiveness Program CT

This document presents the results of an evaluation of the usefulness to 14 participating schools of Connecticut's School Effectiveness Program, which focuses on the achievement performance of low-income students. The following are the evaluation's major findings, based on interviews, questionnaires, case studies, test data, and archival data: (1) changes are more likely in areas such as clear school mission and monitoring student progress, and less likely in areas addressing particular teaching techniques and other classroom practices; (2) a single school can set into motion districtwide policies and procedures for districtwide school effectiveness efforts; (3) the program's assessment and action planning procedures establish clear and valuable boundaries for the direction of school effectiveness efforts; (4) when more effective staff communication becomes a goal rather than the means to a goal, the emphasis of the school improvement efforts is compromised; (5) volunteerism is a central theme in the program, but some of the most needy schools do not volunteer; (6) the proportion of low-income students scoring below the 30th percentile decreased from 36 to 24 percent in math, from 41 to 32 percent in reading; the discrepancy between the proportion of low-income students achieving minimum proficiency and the proportion of all others achieving it narrowed from 19 to 10 percentage points in math, from 25 to 17 in reading; and (7) schools with the greatest achievement gains were the schools showing most progress in the school effectiveness program. Recommendations include calls for ongoing technical assistance to teachers and a statewide review of reading instruction. Appendices present the evaluation instrumentation and related data. (CMG)

ED 261 118 UD 024 416

Grossman, Herbert
Educating Hispanic Students. Cultural Implications for Instruction, Classroom Management, Counseling and Assessment.

REPORT NO.- ISBN-0-398-05057-0
PUB DATE- 84
NOTE- 264p.
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62717 ($26.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Classroom Techniques; Cognitive Style; *Cultural Differences; *Cultural Traits; Discipline; Elementary Secondary Education; Family Life; *Hispanic American Culture; *Hispanic Americans; Interpersonal Relationship; Language Proficiency; Language Styles; *Parent Counseling; Parent School Relationship; Parent Student Relationship; Socioeconomic Status; Student Evaluation; *Student School Relationship; Teaching Method

This book presents the results of a study entitled "What Counselors, Educators, Psychologists and Others Should Know About the Hispanic Culture in Order to Work More Effectively with Hispanic Students and Their Parents" funded by the California Department of Education in 1982-83. Approximately 500 people (Hispanics and Non-Hispanics) from 19 states, the District of Columbia, Puerto Rico, Costa Rica, and Ecuador answered a 400-item questionnaire for this study. The questionnaire included descriptions of cultural traits supposedly characteristic of Hispanics living in the United States and suggestions on how professionals should take these cultural traits into account when working with Hispanic students and their parents. The book is in three parts. Part 1 consists of two chapters, one an introduction and one a description of the purposes and methodology of the study and the participants. Part 2, the core of the book, presents the results of the study. These are considered with regard to how they affect the instruction and classroom management of Hispanic students, the assessment of Hispanic students, and the counseling of the students and their parents. Comparisons of the responses of Hispanic and Non-Hispanic participants are also made. Part 3 contains conclusions and recommendations. A selected bibliography of articles and books about the Hispanic culture and its educational implications is included. (CG)

ED 261 132 UD 024 432

Self Assessment Guidelines for Administrators of High School Cooperative Work Experience Programs.

National Child Labor Committee, New York, N.Y.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Fo
Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 77p.; Also funded by Atlantic Richfield Foundation.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; Job Training; *Program Evaluation; *Sch
Business Relationship; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Cooperative Work Experience Programs

A self-assessment questionnaire is presented in this document fo
use by high school administrators collecting information on which to base recommendations and plans for improving the effectiveness of cooperative work experience (CWE) programs. A format for assessment in each of the following areas is given: characteristic
of students, staff, and employers; public relations; employer recognition; overall evaluation and recommendations; community support; support for program by employers' personnel; status of CW
program in the school system; citizen advisory or steering committee; selecting and training teacher-coordinators; program planning; define goals and policies; program administration; training agreement; resources for teacher-coordinators; criteria for selecting work stations; program evaluation; recruiting employers; dealing with employers' problems; orienting employers and supervisors; evaluation of students' work performance by employer; monitoring the work station; relating in-school and on-the-job learning; jobs designed to meet developmental needs; developing the work station to meet students' needs and increase learning opportunities; training work supervisors; related class curriculum; training plan; preparing students for work assignments
matching students and jobs; use of work performance evaluation by the coordinator; programs for students with special needs; role of
the guidance counselor; selecting and assigning students; and students' orientation to cooperative education. (KH)

ED 264 212 SP 026 189

[illegible], [illegible]
A Review of Literature on Coping with Teenage Pregnancy in the Community.
PUB DATE 15 May 85
NOTE 40p.; Background paper for the Conference on Teenage Pregnancy in the Community (New Haven, CT, May 15, 1985).
LANGUAGE English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS *Adolescents; *Early Parenthood; *Family Programs; *Pregnant Students; Secondary Education; Sex Education; Youth Problems
IDENTIFIERS Connecticut

Literature concerning problems that result from teenage pregnancy is synthesized and reviewed. The first section briefly compares rates of pregnancy among adolescents in the United States against those of other countries. This comparison is discussed in greater detail in the second section, which focuses on pregnancy rates in Connecticut and the United States in general. Causes and associated factors of teenage pregnancy are discussed in the fourth section. The stages include: prevention, treatment, and rehabilitation. Programs which attempt to provide these opportunities are described. Forty-eight references are cited in the bibliography. (CB)

ED 261 089 TM 850 513

Lysiak, Fae; Perez, Anna
A Multifaceted Approach to Teacher Evaluation.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apri 4, 1985). Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Rating Scales; Competency Based Teacher Education; Elementary Secondary Education; *Evaluation; *Evaluatio Methods; Formative Evaluation; *Inservice Education; Job Performance; Principals; *Program Development; School Districts; Standards; Summative Evaluation; *Teacher Evaluation; Teacher Improvement; Teacher Promotion
IDENTIFIERS- *Fort Worth Independent School District TX; Teacher Performance Assessment Instruments

This paper presents the three year process used in developing a teacher evaluation model for the Fort Worth (Texas) Independent School District. Based on Dr. Richard Manatt's School Improvement Model for Teacher Performance Evaluation, the purposes of the model were to improve teaching skills and to enable valid and reliable judgements concerning promotion, retention and termination of professional employees. The process involved (1) the selection and training of the nine teachers and nine administrators for the Teacher Evaluation Committee; (2) inservice training for evaluation of teachers through nine workshops; (3) establishing behavior criteria and standards in four performance areas (instructional skills, organizational and classroom management skills, professional performance, and interpersonal skills) and developing formative and summative evaluation instruments; (4) inservice administrator training on using the new instruments; (5) pilot testing the evaluation process with volunteer teachers; (6) analyzing the questionnaire and interview data from the pilot test; (7) field testing the revised evaluation process; and (8) making revisions for compliance with State of Texas House Bill 72 in regard to assigning teachers to career ladder levels based on observable, job-related behavior. Copies of the formative and summative evaluation report forms are appended. (BS)

ED 260 996 SO [illegible]

Women at Work, Home and School. First Grade Social Studies. Susan LaFlesche, M.D., Mary McLeod Bethune, Dorothea Lange, Rachel Carson, Chien-Shiung Wu, and Nancy Lopez.
National Women's History Project, Santa Rosa, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 85
NOTE- 59p.; For related documents, see SO 016 788-791.
AVAILABLE FROM- National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Biographies; Blacks; Career Awareness; *Career Education; Chinese Americans; Cultural Background; Disabilities; *Employed Women; Ethnic Groups; Ethnic Studies; Females; Grade 1; Interdisciplinary Approach; Learning Activities; Mexican Americans; *Multicultural Education; Nontraditional Occupations; Primary Education; Resource Materials; Science Instruction; Sex Role; *Social Studies; *United States History; Units of Study; *Womens Studies
IDENTIFIERS- Bethune (Mary McLeod); Carson (Rachel); German Americans; La Flesche (Susan); Lange (Dorothea); Lopez (Nancy); Scottish Americans; Wu (Chien Shiung)

Part of the National Women's History Project funded to promote the study of women in history, this unit will help first grade students learn about women's contributions to U.S. society. Equity cannot be achieved until equality is expected and until the contributions of all women are understood and accepted as a simple matter of fact. The unit contains six lessons based on biographies of women, past and present. The women were selected to represent the many ways women work outside the home. Their occupations range from medicine to athletics to photography. The women are Susan LaFlesche, Mary McLeod Bethune, Rachel Carson, Chien-Shiung Wu, and Nancy Lopez, representing major ethnic groups, and Dorothea Lange, representing disabled Americans. The lessons also help students explore the concept of work. Each unit begins with a biography that teachers are to read to students. Discussion questions. suggestions for classroom activities, and a student worksheet follow each biography. Examples of activities include having students draw pictures, write their own books, play games, and conduct science experiments. A bibliography of additional resource materials concludes the unit. (RM)

ED 261 045 SP 026 481

Using New Health Research. Teenage Health Teaching Modules. Field Tested and Revised.

Education Development Center, Inc., Newton, Mass.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Jun 83
NOTE- 127p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Health Education; *Health Materials; *Health Services; Learning Modules; Medical Care Evaluation; *Medical Research; *Research Utilization; Secondary Education
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module is designed to improve students' ability to evaluate health research media reports and to locate additional resources to augment information on health research. The outlined activities provide an opportunity for students to: (1) understand the importance of evidence to scientific inquiry and recognize the changing nature of scientific inquiry; (2) identify personal health decisions and the process of using health research information; (3) distinguish between observation and intervention research, and compare the methods and usefulness of both types of studies; (4) learn the definition of "risk factors," and understand probability and its relationship to epidemiological studies; (5) critically analyze health research media reports; (6) learn where to locate additional health information; and (7) assess their knowledge of and attitudes about health research. Appendixes include articles about health news and background information for teachers. (JD)

ED 261 013 SP 026 199

Prospects for a Healthier America: Achieving the Nation's Health Promotion Objectives. Proceedings (Washington, D.C., February 6-7, 1984).

Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

PUB DATE- Nov 84
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Objectives; *Health Education; *Health Needs; Public Health
IDENTIFIERS- *Health Promotion

This document contains the proceedings of a two-day meeting sponsored by the Public Health Service of the U.S. Department of Health and Human Services. Representatives from more than 60 national groups from the public and private sectors participated in discussions of health promotion objectives for the nation and formulated recommendations on how to achieve those objectives. The background papers and recommendations highlight health promotion in health care settings, worksite wellness, involvement of schools in the national strategy in improving the health of Americans, and the role of voluntary organizations in health promotion. (BA)

ED 261 030 SP 026 444

Berry, Barnett; And Others
The Qualitative Critique of Teacher Labor Market Studies.
Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- School Demography; *Teacher Attitudes; *Teacher Employment; Teacher Persistence; *Teacher Supply and Demand; Teaching (Occupation); Teaching Conditions

The dynamics of the teacher labor market were examined, focusing upon the problems of which teachers leave the profession, why they leave, where they go, and what it would take to retain them as public school teachers. In-depth case studies were made of six universities and six school districts. Data were collected by interviews (n=180) with deans, professors, placement officers, education students, administrators, principals, and teachers in the school systems. The study highlighted the fact that the present teacher labor market remedies such as career ladders and incentive pay plans do not address the significant variables of: (1) teacher recruiting methods by school systems and universities; (2) mobility patterns of teachers; (3) characteristics of teachers sought by school systems; (4) expectations, life styles, and attrition of teachers; (5) working conditions in the schools; and (6) teacher role-modeling for public school students. It is pointed out that school systems vary widely in the needs of their students and what they expect of teachers. Differences between rural and urban school systems are noted, and policy recommendations are made for recruiting and holding teachers suitable to the needs and expectations of school systems. (JD)

ED 261 104 UD 024 395

Stanton, Roland; And Others

Black History and Culture. Ideas and Activities for Studying.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 85
NOTE- 40p.; Prepared by the Central Regional Education Center, Knightdale, NC.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- *Black Achievement; *Black Culture; *Black History; *Business; Cultural Education; Curriculum Guides; Elementary Secondary Education; Learning Activities; *Music; *Politics

This booklet contains information, ideas, and activities to help schools celebrate Black History Week. It is devoted to black achievements in the areas of music, politics, and business with the intention of developing respect for, awareness of, and a sense of the relationship between past and present events in the history of black Americans. There are sections on general black achievements, achievements in music, achievements in politics, and achievements in business. Each section includes facts about important people and events in that field, suggested activities for teachers to initiate in the classroom, and a bibliography. There is also a selection of excerpts from speeches by outstanding orators and champions of equal rights which, it is suggested, students should discuss. The final section is a set of quizzes concerning famous black individuals and black events. The booklet includes listings of birth dates of notable blacks and of magazines, periodicals, and newspapers written for black audiences. (CG)

ED 261 119 UD 024 417

Stephenson, Robert S.
A Study of the Longitudinal Dropout Rate: 1980 Eighth-Grade Cohort Followed from June 1980 through February 1985.
PUB DATE- Mar 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Blacks; Cohort Analysis; *Dropout Rate Dropout Research; *Ethnic Groups; Hispanic Americans; Longitudinal Studies; *Racial Differences; Secondary Education; Whites
IDENTIFIERS- *Florida (Dade County)

Almost 19,000 Dade County Public School students--all the members of the 8th grade cohort in June 1980--were followed across four and a half years in a study of dropouts. Major findings include the following: (1) at the end of the follow-up period, 29.5% of the cohort had dropped out (19% of Asians, 26.4% of Whites, 29.3% of Hispanics, and 33.9% of Blacks; 26.8% of females and 32.1% of males); (2) almost 60% of the dropping out took place in the first two years of the follow-up; (3) compared to Whites and Hispanics, Blacks were more likely to drop out late in the follow-up period; (4) the dropout rate for Cuban-born Hispanics was 30% versus 28.8% for all other Hispanic students (the rate for pre-Mariel Cubans was 29.9%, for post-Mariel Cubans 33%); (5) the dropout rate for Haitian-born students was 38.8%, the highest of any group; (6) the dropout rate for exceptional (but not including gifted) students was higher than the regular student rate; and (7) students who were not out of phase (i.e. had not been kept back) by 8th grade were equally likely to drop out regardless of ethnic group, and were less than half as likely to drop out as students who were out of phase by that time. (The longitudinal method of calculating dropout rate used in this study is described and contrasted with the cross-sectional method in an appendix.) (CMG)

ED 261 133 UD 024 433

Seltzer, Richard; Thompson, Edward, III
Attitudes towards Discrimination and Affirmative Action for Minorities and Women.
Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research
PUB DATE- Feb 85
NOTE- 140p.
AVAILABLE FROM- Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; *Black Attitudes; Equal Opportunities (Jobs); Federal Programs; Females; *Public Opinion; Racial Differences; *Racial Discrimination; Sex Differences; *Whites

Public attitudes toward affirmative action and racial discrimination were measured in a telephone survey of 648 respondents in the Washington, DC metropolitan area. In addition to focusing on how government affirmative action policies impact on racial minorities and women, the study investigated individual attitudes on the extent of racial discrimination at the workplace and in society. The survey produced four major findings: (1) there are significant differences in the attitudes on affirmative action held by Blacks and Whites; (2) the attitudes held by "advantaged" (high income and/or middle or upper class) Blacks differ from those of less advantaged Blacks; (3) White women and Blacks differ significantly in their attitudes on the perceived major beneficiaries of affirmative action. White women are more supportive of affirmative action programs than are White males, but these differences are small when compared to interracial differences; and (4) on abstract questions, well-educated Whites hold more liberal attitudes on affirmative action than less-educated Whites. However, there are no significant differences between well and poorly educated Whites when they are asked to support applied policies advancing affirmative action. These findings suggest that affirmative action has been more successful in promoting debate than in increasing employment opportunities for a growing number of structurally unemployed Blacks. (KH)

ED 261 061 TM 850 265

Driscoll, Elisabeth

Gifted Student Testing in Achievement and Cognitive Abilities, District Report for 1982 and 1983.

Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.

PUB DATE- 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Achievement Tests; *Cognitive Measurement; Educational Assessment; Elementary Secondary Education; *Gifted; National Norms; *School Districts; Scores; Testing Programs; *Test Results
IDENTIFIERS- *Albuquerque Public Schools NM; Developing Cognitive Abilities Test; Scott Foresman Achievement Test Battery

This report provides Albuquerque Public School Administrative personnel with 1982-83 test result summaries for gifted students in grades 1 through 12 on the Scott Foresman Achievement Series tests and the Developing Cognitive Abilities (D-CAT) test. These results are the first complete set of pre- and posttest data obtained on gifted students over a full instructional year. These data are intended to reflect student progress in academic content areas; overall verbal, quantitative and spatial areas of the D-CAT; and the performance changes in the hierarchy of thinking skills also measured by the D-CAT. Table one contains average pretest and posttest achievement test data across the various academic content levels reported by equal interval scores for each grade. Actual and expected score changes are also reported. Tables two and three present achievement data summaries by grade in national percentile scores for 1982 and 1983 on the Scott Foresman Achievement Battery. Tables four and five contain the national percentile rankings by grade on the verbal, quantitative and spatial areas of the D-CAT. A percentage of each grades' average percent of items correct in five domains of Bloom's Taxonomy of Cognitive Development is presented along with the average percent of the national norming population. (BS)

ED 261 076 TM 850 478

Silva, Sharron J.

A Comparison of Traditional Approaches and Item Response Approaches to the Problem of Item Selection for Criterion-Referenced Measurement.

PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-Apr 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Comparative Testing; *Criterion Referenced Tests; Elementary Education; Hypothesis Testing; *Item Analysis; *Latent Trait Theory; *Mastery Tests; Mathematical Models; Reading Tests; Test Construction; Test Items; *Test Reliability; Test Theory
IDENTIFIERS- Prescriptive Reading Inventory

Test item selection techniques based on traditional item analysis methods were compared to techniques based on item response theory. The consistency of mastery classifications in criterion referenced reading tests was examined. Pretest and posttest data were available for 945 first and second grade students and for 1796 fourth to sixth grade students who were given the PRI Reading Systems Instructional Objectives Inventory. Three traditional item analysis procedures were used: the Cox-Vargas index; the point biserial correlation applied to combined pretest-posttest data; and the phi coefficient. Two approaches derived from item response theory were also used: item information at the cut-off score as estimated by the one parameter and the three parameter models. The results indicated that the two item response models produced classification consistencies, indicated by coefficient kappa, that were superior to the three traditional procedures. Furthermore, the three parameter model appeared to be superior to the one parameter model. (GDC)

ED 261 090 TM 850 514

Ainley, John; And Others
Patterns of Retention in Australian Government Schools. ACER Research Monograph No. 27.
Australian Council for Educational Research, Hawthorn.
SPONS. AGENCY- Australian Commonwealth Dept. of Education and Youth Affairs, Canberra.; Australian Commonwealth Schools Commission, Canberra.; Australian Tertiary Education Commission, Canberra.
REPORT NO.- ISBN-0-85563-394-8
PUB DATE- 84
NOTE- 183p.
AVAILABLE FROM- The Australian Council for Educational Research Limited, Radford House, Frederick Street, Hawthorn, Victoria 3122.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Economic Factors; Elective Courses; *Enrollment Influences; *Enrollment Trends; Foreign Countries; High School Students; National Surveys; Public Schools; Questionnaires; School Demography; *School Holding Power; School Surveys; Secondary Education; Secondary School Curriculum; *Social Influences; Student Attitudes; Student Attrition; Student Characteristics; *Student Educational Objectives; Student Motivation
IDENTIFIERS- Australia

In 1983 Australia experienced unexpected nation-wide increases in enrollment in post-compulsory schooling (Year 11 and Year 12). This study sought to identify factors contributing to this increase, to assess the extent and characteristics of the change, and to examine the motivations and expectations of the students concerned. Patterns of school retention were considered in relation to the influences of the economic environment, the social-psychological environment, and the school environment on individual decisions to remain in school. Data were analyzed on three levels: school systems, schools, and students. Chapter 2 outlines the study's design and methodology. Chapter 3 describes the patterns and trends in government school systems retention, their relationship to non-government schools and to opportunities in equivalent programs through Technical and Further Education. Chapter 4 examines differences between schools in retention rates and the types of recent program developments occuring in schools. Chapter 5 and 6 report on students' reasons for staying in or leaving school and their intentions for further study. Chapter 7 reviews the findings on factors influencing retentivity in Australian government secondary schools. Appendices contain detailed information on the retentivity measures, two student questionnaires, and the school curriculum and organization questionnaire. (BS)

ED 261 014 SP 026 211

Amundson, Kristen J.
Performing Together: The Arts and Education.
Alliance for Arts Education, Washington, D.C.; American Association of School Administrators, Arlington, Va.; John F. Kennedy Center for the Performing Arts, Washington, D.C.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Appreciation; *Art Education; Elementary Secondary Education; Evaluation Criteria; *Fine Arts; *Interdisciplinary Approach

This booklet, written for parents and other citizens concerned about education, discusses some of the reasons why the arts are--and should be--a part of every student's basic education. Seven reasons are listed and discussed: arts as communication; arts and creativity; arts and understanding human civilization; arts and learning other subjects; arts and discipline; arts and preparation for adult life; and arts and artistic judgment. Elements of an outstanding arts program are described. A list of questions is included for evaluating school arts programs. Suggestions are presented for getting involved in school arts programs. (CB)

ED 261 046 SP 026 482

Acting to Create a Healthy Environment. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 82
NOTE- 145p.; For other modules in series, see SP 026 468-484.
CONTRACT- 200-79-0922
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Air Pollution; Community Action; *Conservation (Environment); *Environmental Education; *Health Education; Learning Modules; Natural Resources; Secondary Education; *Water Pollution
IDENTIFIERS- *Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module encourages students to take a more active interest in environmental issues in their local communities and provides them with the skills to participate in local environmental decisions more fully and with more critical awareness. Five class sessions are outlined which provide students an opportunity to: (1) explore the relationship between air and water quality and human health; (2) plan a series of activities in which they will learn about air and water quality in their own community; (3) learn how pollution can travel great distances and explore a variety of national and international water and air pollution cases; (4) report on fact-finding missions; and (5) identify conservation measures they can incorporate in their personal lives and plan messages they would like to publicize or promote in their local community. Fifteen case studies dealing with water and air quality are attached. (JD)

ED 260 997 SO 016 790

Women as Members of Groups. Second Grade Social Studies: Elizabeth Cady Stanton, Elizabeth Blackwell, M.D., Annie Wauneka, Rosa Parks, Dolores Huerta, and Shirley Cachola, M.D.

National Women's History Project, Santa Rosa, CA.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 85
NOTE- 58p.; For related documents, see SO 016 788-791.
AVAILABLE FROM- National Women's History Project, P.O. Box 2716, Santa Rosa, CA 95402 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Biographies; Blacks; Cultural Background; Ethnic Groups; Ethnic Studies; *Females; Filipino Americans; Grade 2; Group Experience; *Group Membership; Learning Activities; Mexican Americans; *Multicultural Education; Primary Education; Resource Materials; Sex Role; *Social Studies; *United States History; Units of Study; *Womens Studies
IDENTIFIERS- English Americans; Irish Americans; Scottish Americans

Part of the National Women's History Project funded to promote the study of women in history, this unit will help second grade students learn about women's contributions to U.S. society. Equity cannot be achieved until equality is expected and until the contributions of all women are understood and accepted as a simple matter of fact. The unit contains six lessons based on biographies of women, past and present. The women were all self-sufficient people. They combined their work with their commitment to help others, particularly those of their own ethnic group. The women are Shirley Cachola, Dolores Huerta, Rosa Parks, Elizabeth Cady Stanton, and Annie Wauneka, representing major ethnic groups, and Elizabeth Blackwell, representing disabled Americans. Lessons also help students explore the concept of working in groups. Each lesson begins with a biography that teachers are to read to students. Discussion questions, suggestions for learning activities, and a student worksheet follow each biography. Students participate in class discussions, write stories, role play, and draw pictures. A bibliography of additional resources concludes the unit. (RM)

ED 261 031 SP 026 450

Skipper, Charles E.
Instructional Methods and Course Goals Preferred by Preservice Elementary and Secondary Teachers.
PUB DATE- 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Education Majors; Elementary School Teachers; Higher Education; *Learning Strategies; *Preservice Teacher Education; Secondary School Teachers; *Student Attitudes; Teacher Education Programs; *Teaching Methods

This study sought to determine differences between elementary and secondary preservice teachers in their preference for various instructional methods and goals in their professional education courses. Subjects were 129 elementary and 110 secondary students enrolled in a course required for teacher certification and usually the last course taken before student teaching. To measure preference toward instructional methods, the participants responded to 16 items which called for the expression of attitudes toward professor and student behavior in lecture, group discussion, individual oral reports, case studies, panel discusion, and various audio-visual aids. To determine preference for course goals, six goals were specified--learning facts, developing oral expression, developing library research skills, developing thinking skills, presenting and defending ideas in class, and developing independent learners. Five general statements were also presented concerning the value of quizzes, the importance of course organization, the importance of the professor's learning student names, the use of essay tests and the value of gearing the course to only the brightest students. Results showed that elementary teachers had statistically different preferences in five teaching methods, one course goal, and one organizational concept. They preferred to learn in a group and did not favor individual oral presentations. They also preferred classes to be well organized and kept on schedule, and believed the most important goal of a college class to be the development of independent learners. It is suggested that the college teacher can provide a variety of learning activities that will increase student interest and motivation while serving as a model of a caring teacher, interested in the preferences both of the group and the individual. (JD)

ED 261 105 UD 024 401

Education in Utah: A Call to Action.
Utah State Board of Education, Salt Lake City.
PUB DATE- Nov 83
NOTE- 47p.; A report of the Utah Education Reform Steering Committee. For an addendum to this document, see UD 024 402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Curriculum Development; *Educational Change; Educational Facilities; Educational Finance; Educational Improvement; Educational Legislation; Educational Objectives; Educational Policy; Elementary Secondary Education; Government Role; Higher Education; *Productivity; School Districts; *State Aid; State Standards; *Teaching (Occupation)
IDENTIFIERS- *Utah

Recommendations of the Utah Education Reform Steering Committee are presented in this report. First, the recommendations are briefly summarized and challenges facing the State's provision of education are outlined. Next, specific recommendations are made in the following areas: elementary and secondary education; higher education; and facilities, growth, and productivity. The cost of the recommendations is then summarized and State revenue measures are suggested. Specific recommendations are then presented for legislative and policy changes at the State and local levels. In general, the reforms proposed in the report call for increased government spending in education and improvements in the quality of instruction offered to the public. Emphasis is placed on reducing costs per student while maintaining achievement standards, and on improving teachers' career development and compensation. A list of the members of the committee concludes the report. (KH)

ED 261 120 UD 024 418

Martin, Oneida L.; Friday, C. Jennifer

How Liberated Are We: A Black Perception of the Feminist Movement.

PUB DATE- 18 Mar 82
NOTE- 17p.; Paper presented at the Annual Conference of the National Council for Black Studies (6th, Chicago, IL, March 18, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Attitudes; *Black Colleges; *Black Students; *Colleges; *Feminism; Higher Education; *Sex Differences

This study examined how blacks view the feminist movement and whether the type of college attended altered their attitudes. Data were assessed from 161 black college students (male and female) who attended either a predominantly black or predominantly white college. The chi-square test was used to measure and examine significant differences between the two groups. Results show that while 36% of the sample did not identify with the feminist movement, 55% did find some feminist ideas to be similar to theirs. Individual differences in views about the feminist movement did exist, but these differences were not a reflection of college attended, nor, overall, of the sex of the respondent. It is concluded that further investigation into the feminist attitudes of college students should be conducted and that black college students should be educated about the issues involved in the feminist movement. (CG)

ED 261 062 TM 850 409

Gamache, LeAnn M.
The Examination of Factorial Invariance in the Construct Validation of a Reading Achievement Test.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Meeting of The National Council on Measurement in Education (New Orleans, LA. April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Analysis of Variance; Factor Structure; Grade 6; Hypothesis Testing; Intermediate Grades; *Maximum Likelihood Statistics; *Minority Group Children; Reading Achievement; *Reading Tests; *Test Bias; *Test Validity

To support the construct validity of a locally developed, sixth grade reading achievement test, an investigation of factorial invariance was made across 1556 majority, 327 Black minority, and 136 Asian minority examinees. Although the hypothesis of a unidimensional factor pattern was retained for each group, hypotheses of equal factor weights between the majority group and each minority group were rejected. A standard test score interpretation is thus not possible across these groups. It is suggested that developers and users of achievement tests intended for similar populations should routinely examine factorial invariance across racial groups to support the construct validity of their tests. (Author/BS)

Statistical Methods for Selecting Merit Schools.
48p. 1mf. L1 ED 261 097

Adams, Dennis M.
Critical Reading: Visual Skills.
10p. 1mf. L1 ED 260 371

Adamson, Martin
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86p. 1mf. L1 ED 260 701

Adickes, Sandra
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24p. 1mf. L1 ED 260 776

Ainley, John
Patterns of Retention in Australian Government Schools. ACER Research Monograph No. 27.
183p. 2mf. L2 ED 261 090

Alderman, M. Kay, Ed.
Motivation Theory and Practice for Preservice Teachers. ERIC Teacher Education Monograph No. 4.
73p. 1mf. L1 ED 261 060

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Amundson, Kristen J.
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17p. 1mf. L1 ED [illegible]

And Others.
Children's Television Viewing as Affected by Contextual Variables in the Home.
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Angel, Debbie
Intimacy and Dominance [illegible]
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Apodaca, Ed C.
Profile of California Community College Transfer Students at the University of California.
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New Routes to Writing K-8. Revised.
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Arfken, Deborah [illegible]
Running at Double Pace: [illegible]
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Arnold, Gerald
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Asch, Adrienne
Building Community: [illegible] Disability.
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Resettlement of [illegible]
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Paradox of [illegible] Communication Settings.
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[illegible] L1 ED 260 693

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Creativity and [illegible]
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Bain, George W.
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Bain, Nancy R.
Library Instruction Workbook in Geography.
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[illegible] 4mf. [illegible] 261 [illegible]

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[illegible] L1 ED 260 436

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Barringer, M. E.
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[illegible] ED 260 [illegible]

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Letters of Recommendation [illegible] Endangered Communications: an [illegible] Responsibilities, and Duties of [illegible]
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[illegible] ED 260 876

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Berty, Rolando
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Brooke, Walter L.
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